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PRESIDENT'S VIEWPOINT

Swayed by Substance

Two days before his debate with Dan Quayle, Senator Lloyd Bentsen visited the 130 members of our NEA Board of Directors in Washington, D.C. The senior senator from Texas, a man devoted to traditional American values, a man proud of his decades of public service, dropped by to deliver a simple message.

Senator Bentsen reminded us that "the future of our schools is on the line November 8."

Senator Bentsen, quite frankly, isn't blessed with cinema-idol looks. He is an elder statesman of American politics. And his face is chiseled by lines—character lines, I like to call them as I get older—that come of struggle. The struggle to make sure that America never strays far from the ideals that have sustained us for 212 years.

Senator Bentsen is a pro. When we spoke together at the NEA Board meeting, he never tried to twist my arm. And he never tried to twist facts. Bentsen spoke, almost in a grandfatherly way, of his beliefs, his hopes.

And I was struck by Bentsen's understanding of the challenges all of us in education face. Maybe that understanding comes of years of toil to make America a better America. Maybe that understanding started to develop when, in 1948, Lloyd Bentsen was elected to the U.S. House of Representatives.

I think it's revealing that in his very first speech in the Senate, way back in 1971, Lloyd Bentsen proposed a program—called COSTEP—that brought businesses and banks together to provide college loans to needy students.

Congress listened to Bentsen. To date, the COSTEP

NEA President
Mary Hatwood Futrell

program has granted more than $100 million dollars in college loans to students in need. The cost to taxpayers: *not one cent.*

I couldn't help thinking, as I listened to Senator Bentsen, of the educational challenges that still await us. And of the kind of mature federal leadership we will need if we are to meet those challenges.

Today, the education reform movement is vibrant with potential. Education has made a recovery as dramatic as the recovery of our space program signaled by the successful flight of the space shuttle Discovery.

I think all of us in NEA know, just as NASA officials know, that one successful mission represents only a beginning. That there can be no room for complacency.

But we also know that we now have something going for us that we didn't have five years ago—or even one year ago. A new consensus has taken root throughout America, a bipartisan consensus. Most Americans now understand that the surest path to national security is support for programs that offer opportunity to our youth. We need national leadership that will capitalize on this consensus.

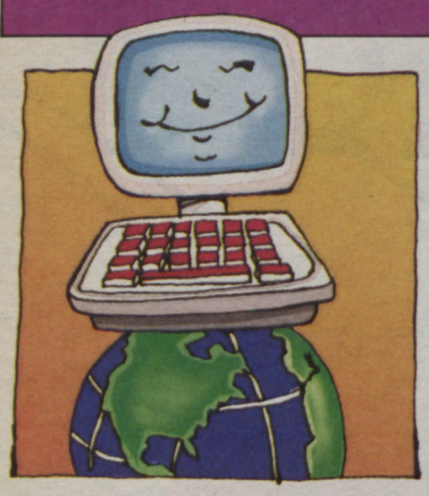
The plain fact is that the American people now know that if America expects to retain its economic preeminence, education in America needs more than cosmetic changes.

Both Mike Dukakis and Lloyd Bentsen, in my exchanges with them, have given special emphasis to this message. The price of excellence is high, they note, but the price of mediocrity is much higher. To quote a maxim Bentsen likes to use: "If you think education is expensive, try ignorance."

Five years ago, at the start of the education reform movement, the landmark *Nation At Risk* report decried the mediocrity squeezing our schools. We as a nation cannot afford to tolerate mediocrity in education. We shouldn't tolerate mediocrity in national politics either.

The senior senator from Texas has little tolerance for mediocrity. And he has even less tolerance for those who choose style over substance. I hope the American public shows the same mature inclinations this November 8.

TRENDS



Middle Class Machines

A new Congressional report puts the student-to-computer ratio at 30 to 1 in the public schools but indicates that the average student spends only about an hour a week using the computer. The report estimates that schools have spent $2 billion on computer hardware over the past decade.

On the home front, a new Gallup survey indicates that one of every five U.S. households owns a personal computer. The machines are installed in nearly 58 percent of the households where wage-earners bring home between $20,000 and $50,000 a year.

Ads That Talk Tough

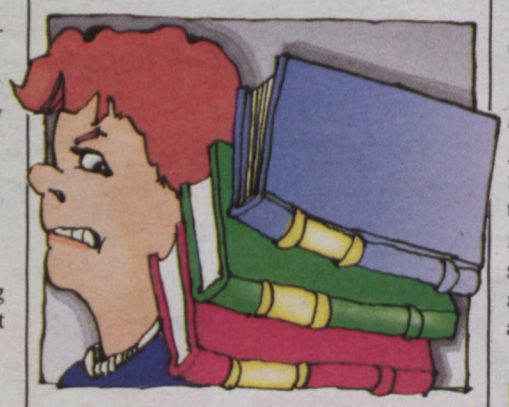
Some recently released public service ads pull no punches in delivering their messages. An ad cautioning against behavior that could lead to AIDS is headed, "AIDS. The Ultimate Going Away Present." Below the headline: a picture of a hearse loaded with a casket.

Another, for the Easter Seal Society, shows a teenager going up a wheelchair ramp to school. Four other teens nearby leer at him. The headline: "Getting in has gotten easier. Fitting in hasn't."

Finally, the youth murder capital of the U.S.—Detroit—went right to the heart of the matter with this headline over a picture of a family accompanying a casket: "This family's portrait brought to you by a teenager with a gun."

Reading: A Parent's View

A recent Roper survey of 1,000 parents indicates that only 51 percent report their children are "very interested in reading" even though all the parents said reading is their kids' most important subject. Other highlights of the survey: More parents say their daughters are interested in reading (61 percent) than say their sons are (43 percent). Also, children start out enthusiastic about reading, but start to lose that interest by fifth grade (when only 39 percent of children say they enjoy reading). Parents readily agree that they—rather than teachers—



bear the main responsibility for developing their children's interest in reading.

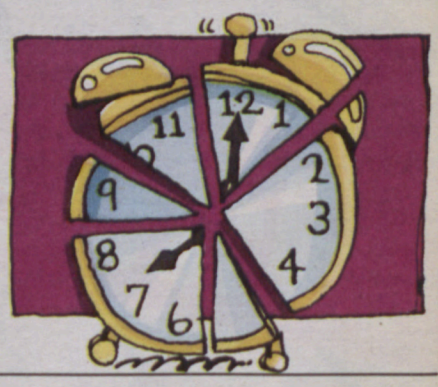
Shabby School Effects

School districts that habitually postpone school maintenance are inviting more serious maintenance problems later on—and that's not all. They may be cutting their students' achievement right now.

Down-at-the-heels schools in rural areas and small towns, reports the *Christian Science Monitor*, are unusually likely to have low student test scores. At the same time, students in rural districts that budget for regular maintenance do better than average on standardized tests.

Time on Which Task?

Elementary school principals spend only about 6.2 percent of their time on program development, notes the May 1988 issue of *Principal* magazine—and that's the activity most closely related to instructional leadership. In contrast, they spend some 62.2 percent of their time on activities related to school management and 10.3 percent on personnel matters.



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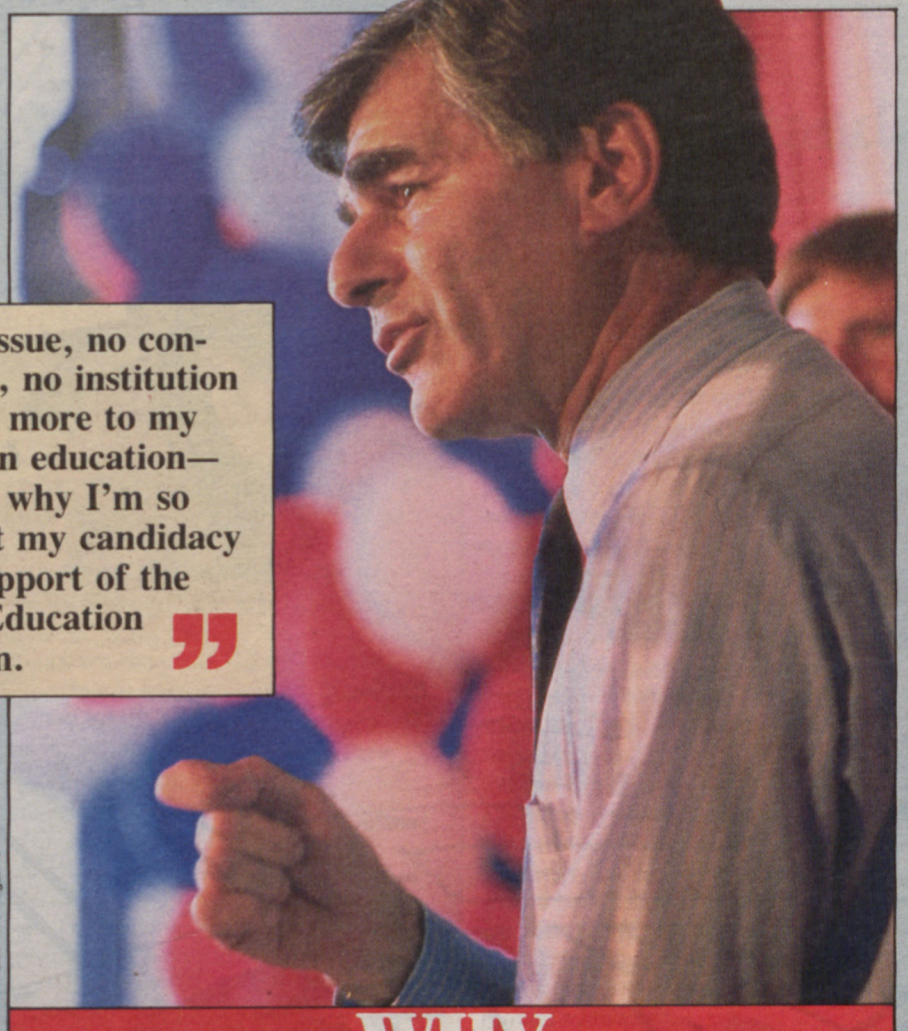
ELECTIONS '88



Steve Liss/*Time* magazine

WHY DUKAKIS?

Both candidates for the White House say they care deeply about education. But only Mike Dukakis has made the effort to talk—and listen—to NEA members.

What's the most important education-related issue the candidates for President ought to be discussing?

Federal aid to local schools? The impact of drug abuse on the classroom? The high cost of a college education?

For George Bush, the answer is "none of the above." Bush opened his drive for the White House by making classroom recital of the Pledge of Allegiance his first education-related issue of campaign '88.

> **"No issue, no concern, no institution has meant more to my family than education—and that's why I'm so proud that my candidacy has the support of the National Education Association."**

"Bush isn't listening to the men and women who work in education," notes Ken Melley, the director of NEA Government Relations. "He's ignoring the real problems NEA members want the candidates to seriously address."

And that, adds Melley, is a big reason why Massachusetts Governor Mike Dukakis has won the NEA endorsement for President.

Dukakis won the NEA endorsement earlier this fall in convincing fashion. In a mail ballot of the 8,479 NEA members elected as delegates to the 1988 NEA Representative Assembly, Dukakis took 86 percent of the votes.

"No other candidate running for President," notes NEA President Mary Hatwood Futrell, "has ever received more support in the NEA endorsement ballot."

In the year that led up to the endorsement ballot, Dukakis demonstrated clearly that he supports NEA members on the issues that matter. The Massachusetts governor spelled out his education positions by completing the entire NEA questionnaire sent to all Presidential candidates.

Dukakis also answered—in a personal, videotaped interview—every question on education posed to him by NEA President Futrell.

Bush, for his part, repeatedly dodged NEA invitations to complete the candidate questionnaire and meet for an interview with President Futrell. Finally, after over a year of ignoring NEA invitations, Bush turned in an incomplete questionnaire response that ignored many of the survey's questions.

"That foot-dragging doesn't bode well for education," notes NEA Government Relations Director Melley. "If Bush is elected, we can expect four more years of treading water at the federal level, four more years of having to spend our time blocking White House proposals designed and developed without input from the men and women who work in education. That's four more years of very little chance to improve federal support and assistance to our schools."

"What we need," adds NEA lobbyist Mike Edwards, "is a President committed to working with us, a President who values the experience and the perspectives of NEA members—a President who wants NEA members to help shape education policy."

Mike Dukakis, NEA members in Massachusetts note, would be that type of President. Massachusetts NEA members point to the Dukakis record as governor.

In Massachusetts, NEA members joined with Governor Dukakis to enact a wide variety of legislation that increased state aid to schools and helped raise teacher salaries.

And Governor Dukakis also joined with NEA members in Massachusetts to defeat ill-conceived legislative proposals—like competency tests for veteran teachers and merit pay mandates—that found their way into law in other states.

"When we talk to the governor," says Josephine Bernard, a fourth grade teacher in Randolph, Mass., "he listens."

"Governor Dukakis has an open-door policy," adds special ed teacher Carol Donovan of Woburn. "He'll listen to ideas. He understands that we're the ones in the trenches."

A President of the United States, notes Ken Melley of NEA Government Relations, can do a great deal to help move education ahead.

"A President," explains Melley, "can focus public attention on the problems that count. A President who treats teachers and school staffers with respect and dignity can set just the tone we need in our classrooms. And a President can, of course, help us redefine national priorities—help provide schools the resources we need to succeed."

Sums up Melley: "It all boils down to a simple choice for NEA members. Do we want a candidate who's clearly eager to work with us to improve America's schools—or don't we?"

For more campaign '88 coverage, turn to "School Technology: What the Candidates Think" (page 32), for a comparison of where the candidates stand on readying America's schools to meet the high-tech challenges of tomorrow.

News Beat

● **Education schools** can't afford to be too selective. Despite vigorous attempts to recruit students in recent years, the Harvard School of Education still accepts two out of three of its applicants—a high figure for a university that admits only one in six undergraduates, one in nine law students, and one in 18 medical students.

● Playgrounds can be hazardous to a child's health. A recent survey by the American Association for Leisure and Recreation found one-third to one-half of the equipment on elementary **school playgrounds** could be unsafe for children because of faulty design and poor maintenance. In 1986, 191,000 children were treated at hospitals for playground injuries; 6,900 required hospitalization.

● The children of baby boomers are reporting to **preschool** in droves. According to Census Bureau reports, from 1981 to 1986 the number of 3- to 5-year-olds in nursery school and kindergarten jumped 25 percent, to 6.5 million.

● Paying attention to how kids think can help teachers teach better. A new study of 40 math teachers in Wisconsin showed that rote memorization exercises were not as effective in **teaching math** as encouraging kids to come up with their own strategies to solve problems. Teachers should help students "use the knowledge they already have and build on it," says Penelope Peterson, codirector of Michigan State's Center for Learning and Teaching of Elementary Subjects.

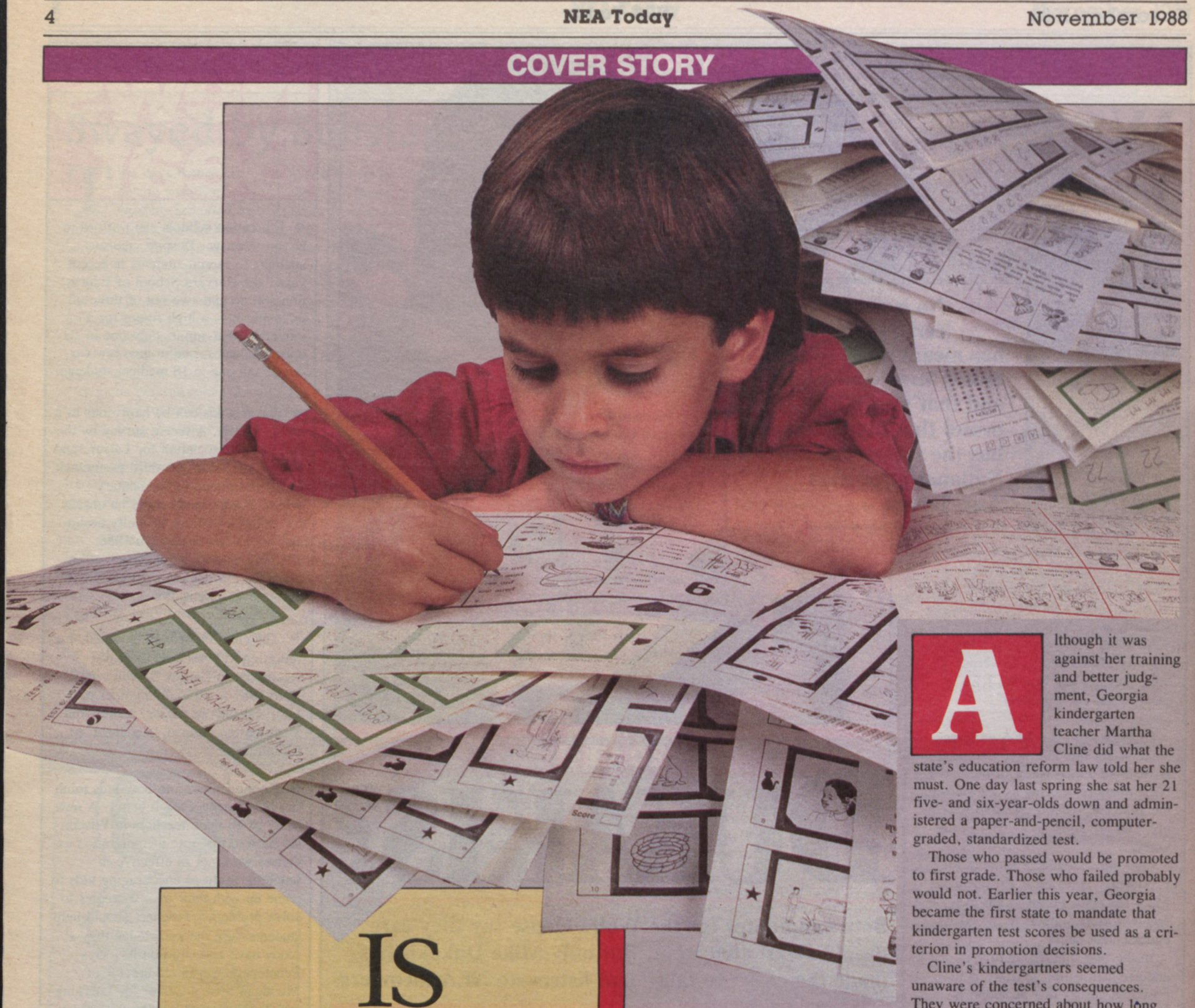
● Be wary of a new **education think tank** called the Madison Center, opening soon to promote its own concept of a liberal education. Not one to "go gentle into that good night," the Center's founder and president is former Secretary of Education William Bennett.

WELL PUT!

"What the nation is now grasping is that the prospect of an uneducated, unskilled permanent core of people is neither a Black problem, nor a brown problem, nor a low-income problem, but it is an American problem."

—Shirley McBay, Dean for Student Affairs, Massachusetts Institute of Technology

COVER STORY



IS STUDENT TESTING OUT OF CONTROL?

Although it was against her training and better judgment, Georgia kindergarten teacher Martha Cline did what the state's education reform law told her she must. One day last spring she sat her 21 five- and six-year-olds down and administered a paper-and-pencil, computer-graded, standardized test.

Those who passed would be promoted to first grade. Those who failed probably would not. Earlier this year, Georgia became the first state to mandate that kindergarten test scores be used as a criterion in promotion decisions.

Cline's kindergartners seemed unaware of the test's consequences. They were concerned about how long they'd have to sit still. Most squirmed. Some colored all over their answer sheets. Others became disruptive. One little boy who had trouble following the directions started to cry.

Cline, and the vast majority of kindergarten teachers in the state, share their students' frustrations. Mandated use of the California Achievement Test (CAT) for all Georgia's kindergartners has created a long list of educational problems.

"The test doesn't give you an accurate picture of what the children can do," Cline explains. "One student never communicated all year except in one-word answers to questions. Just because he passed the test doesn't mean he's confident and mature enough for first grade.

COVER STORY

CONTROL?

Important decisions are being taken out of the hands of teachers.

"Even worse," adds Cline, "we've gone and taught to the test." Since each child must pass the test to move on to first grade," she says, "what used to be a developmentally appropriate curriculum has become a CAT curriculum."

Formal teacher-centered lectures and written work, in other words, have replaced child-centered instruction and play.

"The needs of the child," Cline laments, "have taken second place to the academic skills covered by the test."

Kindergarten testing is, of course, only the beginning of students' long careers as test takers. The National Center for Fair & Open Testing (FairTest) estimates that at the very least, public schools administered over 100 million standardized tests last year. That's an average of more than two-and-a-half tests per student per year.

"There's more testing of American schoolchildren now than at any time before in our history," says Archie LaPointe, executive director of the National Assessment of Educational Progress.

The reason, LaPointe argues, is that in this era of reform, policymakers, politicians, and taxpayers want to know how their education resources are being used. One way to satisfy the desire for accountability is to provide test scores. Hence the testing explosion.

Educators understand—and agree with—the need for public schools to be accountable. Most acknowledge that standardized tests are one way to achieve accountability. The problem arises when test scores are misused and overemphasized.

"I don't think we're giving too many tests," says Nancy Hardy, NEA member and past president of the American School Counselors Association. "But I do think we may be putting too much emphasis on test results." A junior high school guidance counselor for 17 years, Hardy now coordinates pupil services for the Salt Lake City, Utah, schools.

Hardy says standardized tests can have real value as measures of how groups of students are doing, as screening devices for students with learning problems, and as good indicators of top students.

Tests are misused, she says, when a single test score determines grade level placement, or when test scores alone are used to track students by ability.

At Wauwatosa West High School outside Milwaukee, guidance counselor Mark Pienkos helps students plan their lives beyond high school.

Association member Pienkos agrees that mistakes are made when test scores alone are used to make any educational decisions.

"When it comes time to make decisions, I look at my students' high school transcripts, their track record in school. That's a record of their day-in, day-out performance," he says.

"Tests can be valuable as information-gathering mechanisms, but they're just a snapshot of students' abilities," Pienkos adds.

"When people start looking only at test scores, then we have problems."

In Prince George's County, Md., a new school superintendent—intent on improving the public's image of County schools—evaluates his principals on one criterion only: student test scores.

That means Prince George's County's 6,000 teachers and 110,000 students have big problems.

"Numbers have become more important than anything else," says Marjorie Spirer, a high school social studies teacher and president of the Prince George's County Educators Association. "All they're looking at are the scores, not what the kids can and can't do. The only name of the game is results, and the pressure is immense."

To increase scores on the California Achievement Test, several Prince George's County elementary principals wrote lesson plans for third and fifth grade classes and told teachers to use them from the day school opened until the day the CATs were given. A teacher who was two days behind was reprimanded.

"Teachers are forced to alter their curriculums completely," says Spirer. "What gets measured, gets done."

A new state high school citizenship test has also wrought havoc with students' educations, Spirer contends. Before the test the entire ninth grade social studies curriculum was devoted to civics. Students participated in mock courts, went on field trips to the state house, and delved into drug and alcohol abuse education.

Since the test, that's all been cut.

"We have over 450 facts to cram into one semester," explains Spirer. "We've ben reduced to drilling names, ranks, and positions, instead of involving students in discussions of the meaning of the Bill of Rights."

Yes, test scores in Prince George's County are up, but "even when kids do well on the tests, teachers don't feel that good," Spirer says.

"Teachers," adds Spirer, "want to be able to set meaningful goals for their students—and develop accountability tools around those goals.

"We want time to take the individual learning styles and needs of our kids into account," sums up Spirer. "We don't want to mold our kids to fit the tests—we want to mold our schools to fit the kids." *–Stefanie Weiss*

Can standardized testing stop real school reform? Many educators say it will—if tests rather than local needs dictate the curriculum.

Alex McMahan

Georgia kindergarten teacher Martha Cline says it's against her developmental training to let test scores dictate curriculum.

Beyond Standardized Testing

Researchers and educators have long expressed doubts about the value and reliability of standardized tests, but what are the alternatives?

Through the Mastery in Learning Project, the Team Approach to Better Schools (TABS) program, and dozens of other local site-based decision making projects, NEA members around the country are working to change the way schools are run and, consequently, the way student learning is measured.

Those efforts were bolstered recently by a new report from the National Association of Secondary School Principals. *Beyond Standardized Testing: Assessing Authentic Academic Achievement in the Secondary School* offers new ideas for developing better measures of accountability.

Fred Newmann, the report's coauthor and director of the National Center on Effective Secondary Schools at the University of Wisconsin, says schools should be assessing students' ability to conduct disciplined inquiry, integrate knowledge, and produce discourse, things, and performances that have value beyond evaluation.

"Most common tests probably fail on all three counts," says Newmann.

"A good test," Newmann notes, "allows students to produce something using their own resources and in their own language, which they feel does more than simply show other people they've mastered some school requirement."

Examples: producing a radio show, fixing a car, performing a concerto. To develop better assessment tools at the school building level, Newman urges educators to:

► *Clarify education goals.* What do we want our students to know, and what skills do we want them to have?

► *Involve the community.* Assessment programs must be responsive to the unique circumstances of the community and the school.

► *Discuss all the issues.* Form special study groups, invite in outside authorities, and allow colleagues to argue their points of view or present their own approaches.

► *Consider more flexible use of school time.* "You can't sit people down for exactly 50 minutes in a classroom and expect them to produce authentic academic achievement," says Newmann.

► *Think big, start small.* Newmann says teachers can start by piloting new assessment methods in their own classes, then spread successes through the department, then to the rest of the school.

As with any aspect of education reform, "teachers have to be involved at the ground level," Newmann says, "or it won't work."

—S.W.

* To order *Beyond Standardized Testing*, send $7 to the National Association of Secondary School Principals, Publications Sales, 1904 Association Dr., Reston, VA 22091. Specify order no. 2108808.

Local Look

NEVADA

The 22 members of the Storey County Education Association have reason to rejoice: The Nevada Public Employees Management Labor Relations Board (EMRB) has not only ruled in favor of their unfair labor practice charge against the school board—which unfairly retaliated against teachers not accepting its contract offer—but ordered the board to pay monetary damages as well.

SCEA's problems began during negotiations in spring 1987, when the board made off-hand comments that there'd be no layoff if teachers accepted the package offered them. They didn't, and one teacher was laid off and two others—whose contracts included extra work days—no longer had extended contracts. The board also threatened to start operating "under the letter of the law," which meant, for example, that teachers could no longer leave school as soon as classes ended to attend courses at the nearest university, some 30 miles away.

The EMRB ruling ordered the board to "cease and desist" their unfair practices, to reinstate the extended contracts and the RIF'd position—and to pay attorney fees. Negotiations were successfully concluded on a new contract.

"We hadn't requested any money, just that we be treated with respect," notes SCEA President Sally Murkovich. "EMRB almost never grants any money so the ruling make us all the more pleased."

IOWA

Although it took them three years and an Iowa Supreme Court decision to do it, the 42 members of the Anthon-Oto Education Association—28 teachers and 14 support staff—are now the only wall-to-wall, K-12 local in the state.

The decision to band together was made when a school policy to provide classified employees with the same percentage raise teachers got was changed.

"One year," custodian and bargaining committee member Roger Nelson explains, "everybody else got raises; the bus drivers and custodians got tokens of appreciation. We didn't feel very good about getting whatever was left over."

When support employees approached the teachers about joint bargaining, they found them more than willing.

Teacher and bargaining committee member Marty Kragness says the teachers recognize the value of the support staff: "They're our neighbors and friends. If it weren't for the support staff, we wouldn't be able to have school."

The problem came from school district officials and the Public Employment Relations Board—both wanted separate bargaining units.

In April 1987, the Iowa Supreme Court ruled in the Association's favor, saying it would be more cost-effective to bargain and administer a single contract. Since then, the group bargained its first joint contract—teachers will get 6 percent raises, support staff 7 percent.

Nelson's pleased with his new contract and wall-to-wall local. "Whenever you can all pull together, the stronger you'll be."

NEBRASKA

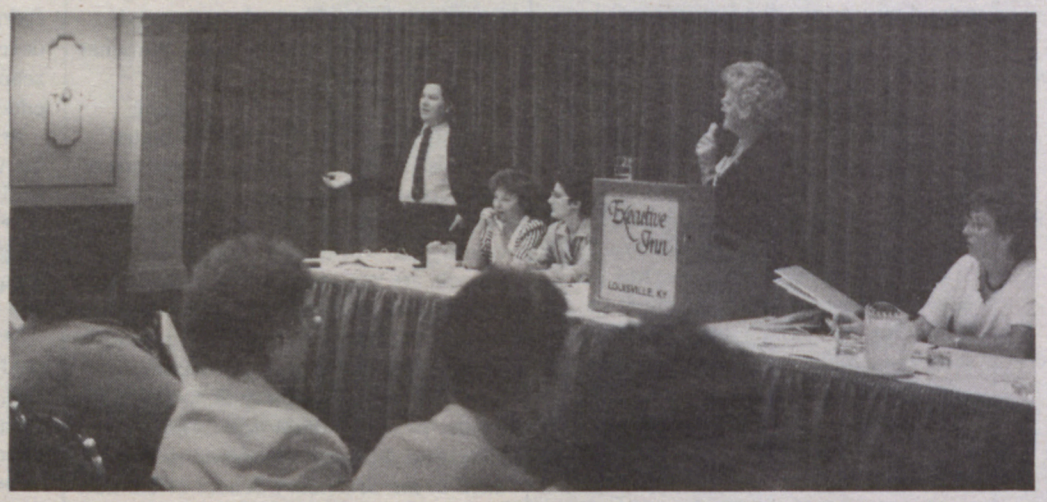
Elementary teachers in Lincoln now have more than an hour and a half of planning time within their 7-hour workday, and much of the credit goes to the Lincoln Education Association. At least 50 minutes of the planning time falls within the student contact day, another 45 minutes outside it. The new schedule was one result of a system of informal teacher caucuses and joint Association-district advisory committees organized by the LEA.

LEA president Lorraine Walsh explains: "The caucuses are informal and include only teachers. The joint committees—and procedures for creating new ones—were created in our current contract. So far we have 10 of these—for example, on elementary planning time, the calendar, and teacher appraisals."

LEA members Willa Smith, planning-time caucus chair, and Ruth Ann Wylie, teacher chair of the planning-time committee, say the new groups find solutions for the problems teachers can usually only gripe about. Lack of planning time, they note, is a classic example.

Overseeing the work of the specific joint committees is a top-level joint professional committee of LEA and school system leaders. This group, also created by LEA's contract, has authority to approve committee recommendations.

CHANGE IS ON THE WAY



Members of the Jefferson County (Ky.) Teachers Association Professional Representative Council gathered recently to hear details of the new school-based management project. Explaining the project are (left to right): JCTA Exec. Director Steve Neal, Treasurer Laura Kirchner, Secretary Sandy Hoover, President June Lee, and Vice-President Bettie Weyler.

Kentucky Teachers Win Key Reform Role

Site-based decision making is more than a catch word in education reform. It's the language we've negotiated in our contract," Jefferson County (Ky.) Teachers Association President June Lee says proudly.

In one of the largest experiments of its kind in the country, Jefferson County's more than 5,000 teachers have bargained for a role in the way their schools are run.

JCTA's new contract calls for "participatory management at the school level," which means an opportunity for all employees to have a voice in how their schools operate.

Faculties at 24 schools were selected to pilot the program this year. Participation is voluntary, and an overwhelming majority of teachers at each selected school voted to get in on the pilot.

Pilot school faculties will brainstorm new ways to improve education at their schools. Although "the procedure allows for the design of each school's program to be different," Lee says potential changes include restructuring the school day, creating more time for teachers to work together, and involving teachers in decisions about how school resources are allocated.

One unique aspect of the program: faculty can vote to deviate from certain areas of the contract that they think may become insurmountable barriers to achieving reforms. JCTA will make sure the deviations do not violate state or federal regulations or laws.

"Teachers are excited about being active and legitimate partners in school decision making," Lee says. "We believe horizontal rather than vertical management will really enhance teaching and learning in our schools."

FLORIDA

Florida locals are setting new records for NEA membership, and the state's new teachers have proven to be prime candidates. The FTP-NEA affiliate in Palm Beach County, a trendsetter in new member recruitment, signed up 4,760 members in the first few weeks of the school year—up from 4,270 at the end of 1987-88.

Palm Beach County Classroom Teachers Association President Irene Gray says some of this early success is due directly to the local's welcoming activities. "We have a luncheon for all of our new teachers where they're greeted by veteran faculty members," she says. "We've found it really makes them feel a part of the community"—so much so, in fact, that 190 of the 600 new teachers stopped at the NEA booth set up in the vestibule to sign up on the spot.

Another time-tested membership event is the Association's annual all-faculty party, cohosted by a different restaurant each year.

NEW JERSEY

This fall the nearly 2,100 members of the Elizabeth Education Association divided up the largest arbitration award in NJEA history. Nearly 2,100 teachers and educational support personnel received shares of the $1.1 million settlement ranging from $45 (for a 2-hour-a-day employee) to $1,172.

"This is a monumental win for EEA," says Association President Michael Scarpato. EEA was represented by a lawyer supplied by NJEA-NEA Legal Services.

The award stems from one of the longest and bitterest strikes New Jersey public schools have ever known. From Sept. 8 to Oct. 10, 1987, some 2,000 members of EEA stayed off the job. That period included just 17 working days—but when the strike was over, the school board docked striking employees a month's pay, representing 22 workdays. The arbitration award represents employees' pay for the additional days they actually worked.

In 1975 the New Jersey Supreme Court foiled the district's attempt to withhold teachers' Columbus Day pay during a strike.

State Side

NORTHEAST

When a vice principalship came vacant in Kearny, N.J., in 1984, six women, all veteran Kearny teachers, were among those who applied for the job. The six—Katherine Pehlman, Diane Davis, Jorie Resch, Patricia Lyons, Violet Maholchic, and Joan Caplick—didn't know one another then—but they do now. When the job went to a man with less experience in the district than any of them, they got together—and called their Association. Backed by NJEA and a lawyer supplied by NJEA-NEA Legal Services, they forced the school district to issue a new policy on hiring women. At present all the district's 12 administrators are men. Two of the next eight administrative hires will be women, and a new committee, composed of at least one-third women, will advise the district superintendent on administrative hiring.

MIDWEST

It's official. The Indiana State Teachers Association and the Indiana Support Personnel Association have teamed up to form one statewide Association representing teachers and school support staff.

Russell Roemer, bus mechanic for the East Allen County Schools and president of ISPA, says the affiliation will give ESP members "more clout at the bargaining table and more lobbying power in the state legislature."

ISTA President Damon Moore says the Association will now lobby for a law guaranteeing bargaining rights for the state's 35,000 ESP and begin to "organize all the members of the education family."

ISPA has become District 4 of the state Association, with a representative on the ISTA Board of Directors.

PACIFIC

The Nevada State Education Association reports several important accomplishments by the year-old state standards board for the teaching profession.

The autonomous state licensing board has nine members appointed by the governor, the majority of whom are classroom teachers.

Among the board's first-year actions: removing from the required education major five courses that teachers deemed unnecessary and working out initial licensing requirements for teachers of computer literacy, and school psychologists, and counselors.

SOUTHEAST

Louisiana teachers can't legally be required to teach more unless they're paid more, according to the ruling in an LAE/NEA-backed lawsuit in Lafourche Parish.

Five of the district's teachers complained that they were required to teach 10 minutes longer every day than the year before—without any more pay. A 1986 state law backed by LAE/NEA specifies a maximum length for the school day, based on 1985-86 local practice. Not only will the five Lafourche teachers get back pay, but the ruling is expected to have immediate application in a couple of other school districts as well.

WEST

In Utah, the September primary races for some state legislative offices meant as much for educators as the upcoming November general elections.

U-PAC, the Utah Education Association's political action arm, was intensely involved in five Republican and two Democratic races—and U-PAC's endorsed candidates won them all.

U-PAC wanted to defeat candidates who supported three anti-tax initiatives that will be on the November ballot. UEA estimates passage of all three would cost schools $125 million a year.

Key wins occurred in two of the Republican races, where Association members—Betsy Thurgood, a kindergarten teacher in Davis, and Loraine Pitsenbarger, a physical education teacher in Washington County—served as campaign coordinators for U-PAC-endorsed candidates.

The two losing candidates had staked their electoral fortunes on branding their opponents as "UEA/NEA candidates."

MID-ATLANTIC

Ashland Oil Company's public relations campaign promoting public schools and the teachers who deliver quality education is moving into West Virginia and Kentucky.

Ashland Oil is working with state Associations in both states on advertising campaigns similar to the premier effort launched in Ohio last year.

In Ohio, the company paid all costs of the print, radio, and television advertising campaign including the purchase of commercial air time. In addition, the company set up a $50,000 fund to provide grants and cash awards to individual teachers and teacher teams for their creative education projects. Winners were honored last spring at the Ohio Education Association's Representative Assembly.

TEACHER POLL RESULTS

Watching School Reform Go By

A new study confirms that educators have too often been on the sidelines as school reform moves ahead.

The Carnegie Foundation's report *Teacher Involvement in Decisionmaking: A State-by-state Profile* polled 20,000 teachers about their involvement in decisionmaking in such matters as staff development, budgeting, and textbook selection.

Below are state-by-state breakdowns of how teachers gauge their involvement in two other key areas.

Teacher Involvement: Shaping the Curriculum

	Involved	Not Very Involved
All Teachers	63%	37%
Alabama	51	49
Alaska	68	32
Arizona	61	39
Arkansas	51	49
California	62	38
Colorado	70	30
Connecticut	68	32
Delaware	71	29
Florida	42	58
Georgia	54	46
Hawaii	69	31
Idaho	67	33
Illinois	62	38
Indiana	71	29
Iowa	75	25
Kansas	76	24
Kentucky	64	36
Louisiana	40	60
Maine	82	18
Maryland	44	56
Massachusetts	71	29
Michigan	66	34
Minnesota	79	21
Mississippi	59	41
Missouri	69	31
Montana	78	22
Nebraska	75	25
Nevada	46	54
New Hampshire	76	24
New Jersey	66	34
New Mexico	67	33
New York	62	38
North Carolina	53	47
North Dakota	71	29
Ohio	70	30
Oklahoma	62	38
Oregon	72	28
Pennsylvania	74	26
Rhode Island	70	30
South Carolina	61	39
South Dakota	76	24
Tennessee	55	45
Texas	62	38
Utah	63	37
Vermont	85	15
Virginia	61	39
Washington	68	32
West Virginia	43	57
Wisconsin	77	23
Wyoming	81	19
Range:		
High (Vermont)	85	15
Low (Louisiana)	40	60

Teacher Involvement: Setting Standards for Student Behavior

	Involved	Not Very Involved
All Teachers	47%	53%
Alabama	47	53
Alaska	59	41
Arizona	60	40
Arkansas	47	53
California	64	36
Colorado	59	41
Connecticut	47	53
Delaware	39	61
Florida	37	63
Georgia	41	59
Hawaii	54	46
Idaho	53	47
Illinois	46	54
Indiana	38	62
Iowa	45	55
Kansas	51	49
Kentucky	46	54
Louisiana	45	55
Maine	63	37
Maryland	51	49
Massachusetts	40	60
Michigan	51	49
Minnesota	57	43
Mississippi	56	44
Missouri	47	53
Montana	51	49
Nebraska	48	52
Nevada	44	56
New Hampshire	52	48
New Jersey	37	63
New Mexico	43	57
New York	43	57
North Carolina	49	51
North Dakota	48	52
Ohio	40	60
Oklahoma	40	60
Oregon	68	32
Pennsylvania	39	61
Rhode Island	37	63
South Carolina	51	49
South Dakota	50	50
Tennessee	47	53
Texas	43	57
Utah	59	41
Vermont	60	40
Virginia	41	59
Washington	64	36
West Virginia	52	48
Wisconsin	48	52
Wyoming	63	37
Range:		
High (Oregon)	68	32
Low (Florida, New Jersey Rhode Island)	37	63

HUMAN RIGHTS

Fighting Age Discrimination: Federal Law Is on Your Side

The number of teachers with 20-plus years on the job has more than doubled in the past 10 years. And as the teaching force gets older, Association staff around the country report more concern about discrimination based on age.

NEA Fights Age Discrimination, an NEA Human and Civil Rights brochure, lists frequently-asked questions about age discrimination law and provides answers people without law degrees can understand.

Several of those questions and answers are excerpted here.

What is the Age Discrimination in Employment Act (ADEA)?
Passed in 1967, the ADEA outlaws job-related discrimination on the basis of age. The ADEA prohibits mandatory retirement as well as age discrimination in hiring, firing, promotion, demotion, training opportunities, working hours, salary, and other terms and conditions of employment.

A special case: until Dec. 31, 1993, the ADEA will permit compulsory retirement at age 70 of tenured college or university employees.

Who's covered by the ADEA?
The ADEA protects nearly all employees who are at least 40 years old if they work for federal, state, or local governments—including school districts; labor unions with 25 or more members; private employers with 20 or more employees; or employment agencies that regularly seek to place workers with such employers.

What exceptions are there to the ADEA's protections?
Employers may take age into account when they make job-related decisions if they can prove that age is a "bona fide occupational qualification (BFOQ) reasonably necessary" to the normal performance of the job.

The BFOQ defense typically is raised in cases involving employment policies and mandatory retirement practices for employees—for example, bus drivers—whose performance affects the safety of the public.

BFOQs are legally complex and hard for employers to prove.

Does the ADEA protect older workers from being disproportionately targeted when layoffs occur?
Yes. As in other employment decisions, employers may not use age—or a selection device that has a disproportionate impact on older employees—to determine which employees to lay off.

In one case, a college faced with a financial crisis decided to lay off faculty. To cut costs as much as possible, the administration reserved positions for nontenured faculty and dismissed some tenured faculty because their salaries were higher. Statistics showed that most tenured faculty members were over 40 and most nontenured faculty members were under 40.

The court held that this tenure-based faculty selection plan violated the ADEA because it had an adverse impact on older employees and this impact could not, under the Act, be justified as a cost-saving measure.

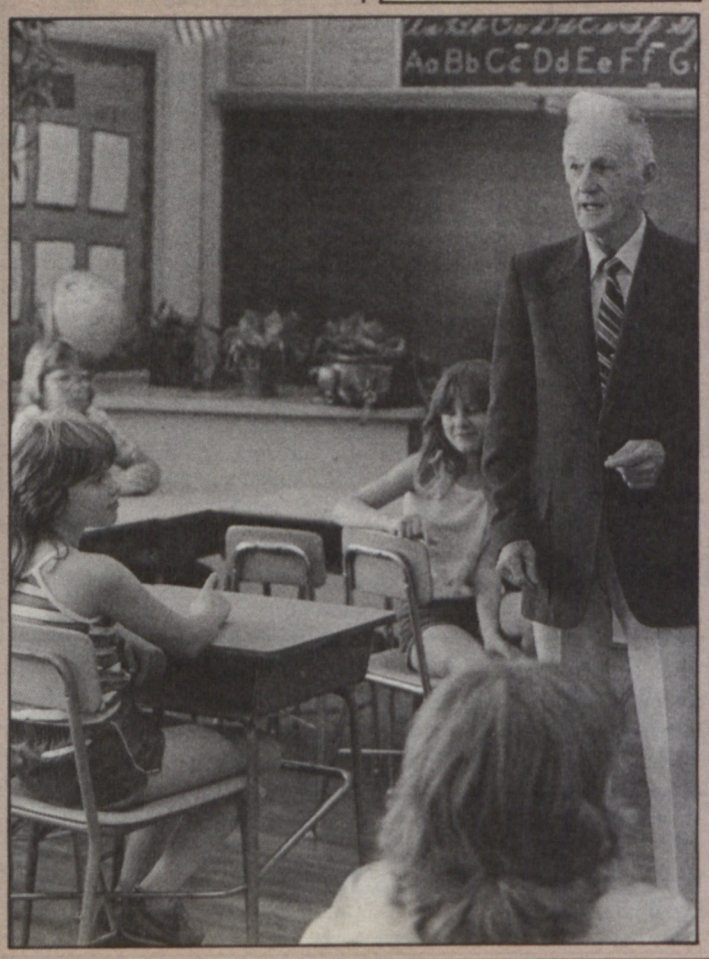
What government agency administers the ADEA?
The Equal Employment Opportunity Commission (EEOC) is the federal agency responsible for handling age discrimination complaints from teachers, education support staff, higher education faculty, and education administrators.

What remedies does the ADEA provide for employees who prove they have been discriminated against on the basis of age?
Courts can order that a discharged employee be reinstated with back pay and benefits or that a rejected applicant be hired. If the violation is found to be intentional, additional damages can be awarded in an amount equal to—or in addition to—unpaid wages or overtime pay. Punitive damages generally are not available.

What should I do if I think I'm the victim of job-related age discrimination?
Call your local Association office and ask for help. In addition to the protections offered by the ADEA, your contract's prohibitions against discrimination and its due process clause provide your first line of defense.

Protections against age discrimination may also be found in state age discrimination bans; state laws covering labor relations, fair employment, or tenure; or case law.

* To get single copies of *NEA Fights Age Discrimination*, write to NEA Human and Civil Rights, 1201 16th St., N.W., Washington, DC 20036.



WASHINGTON WATCH

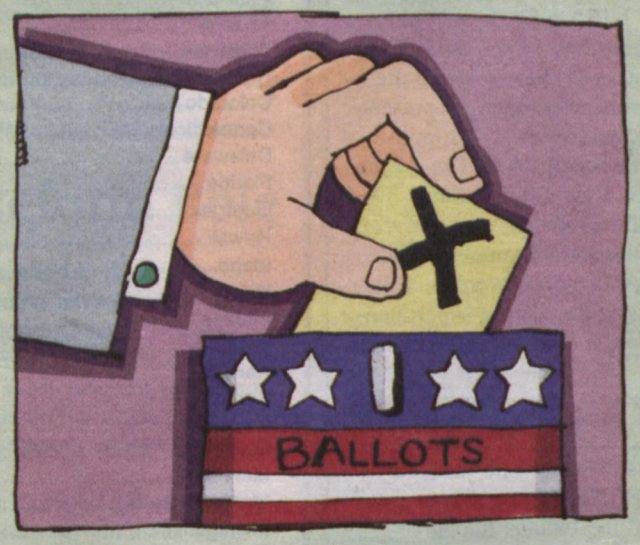
Exercise Your Voting Arm

Americans—long used to being first in everything—do not relish accounts of those instances in sports, in academic achievement, in trade, or in any other endeavor where we do not compare well with other nations.

Challenged by second-place (or worse) finishes, Americans have often moved ahead with vigor. When it comes to voting, though, we've let our political muscles get a little flabby.

The United States ranks dead last among industrial democracies when it comes to voter participation. And voter turnout has fallen from nearly 80 percent of eligible voters at the turn of the century to around 50 percent today.

In Italy—at the top of the scale—about 95 percent of the electorate vote. Austria, Belgium, Sweden, Portugal, Greece, and the Netherlands all do better than 85 percent. Australia, Denmark, Norway, West Germany, New Zealand, France, and Great Britain all come in at three-fourths or more. Only the United States comes in at one half, 10 points behind the next nation up the scale—Ireland.



In off-years, when the Presidency's not at stake, our showing is even worse. In 1986, two-thirds of Americans of voting age did not vote.

Telling school employees to show up at the polls is—to a large extent—preaching to the choir. Demographically, NEA members are much more likely to vote than the national average. Still, too many education employees—people with a real stake in an election's outcome—choose not to exercise their voting right.

The closeness of the 1960 Kennedy-Nixon race is legendary. In the end, the difference in the popular vote was only about 118,000, out of 68 million cast. One vote per precinct would have reversed the outcome.

And 1988 will likely be just as close. By mid-September, polling showed the difference in support for Michael Dukakis and George Bush to be right at the margin of error (about 3 or 4 percentage points) assumed by pollsters.

Registration and get-out-the-vote drives have always been a central part of the Association's political action program. And they are central to the strategy for electing Michael Dukakis President of the United States.

"We have a responsibility to vote ourselves and to do something collectively—starting with our family and friends," says Pat Evans, a former teacher and now a grassroots organizer for the Democratic National Committee's pro-Dukakis effort, Campaign '88. "Each of us has in our hands the most powerful political tool an individual can use—the right to vote. Nothing prevents us from doing this but ourselves and our own will."

Besides voting ourselves, we have the opportunity to share with young people the experience of voting. The youngest children are fascinated by the rite of voting; adolescents anticipate the privilege.

No matter how many topics have been assimilated into the curriculum, there's time to share with students the sense of power that comes from exercising our political muscles.

—Michael Pons, NEA Government Relations

Meet:

Peter Glass

She Is the Alternative

Sunlight filtered by leaves streams through a wide, arched window—the building was once a church. Inside, a handful of 14- and 15-year-olds bend over workbooks; one sits beside the teacher going over vocabulary words.

A worried-looking aide appears in the doorway: "Mrs. Young, there's a problem." The students giggle, poke one another, stare. The teacher gives them a look, then rises and steps to the door. After a few whispered words, she goes down the hall to see if she can help. The aide settles down behind the desk.

This is Loraine Young's class at Church Square School in Holyoke, Mass. It's not your ordinary junior high class, and Young is far from your ordinary teacher. NEA Today *assistant editor Jane Power visited Church Square recently to find out just what's going on here, and why.*

Why do kids come to Church Square School?
They come from other public schools that can't handle them. We've had kids in this school throwing things—a little plastic box, for example—at a teacher. We've had them attack a teacher with a chair. We've had them put a teacher's hand through a window, put Mace in the ventilating system, break in at night and pour paint all over a teacher's desk. At one time they were exchanging drugs in school.

These kids know exactly when they've gotten to you—when you're ready to hit them, or to walk out. Let a kid make you mad, and that child gets control over you. I just tell them, "I don't have to like you: I love you enough to teach you."

This school opened in the fall of 1986, and we've lost five teachers. I'm the only one—teacher or student—left from that first year.

Where do the students go from here?
Either back into a regular school, or to jail or some other institution. Some move on in a few months, a couple of them have been here more than a year.

What do you do with them?
I'm a certified mental health specialist. Last year I taught science and history to all 21 kids in the school. This year I'm teaching English, language arts, math, health, and life choices to seven of them.

I mean, *really* do with them?
I live with them. I used to eat with them: this year the Holyoke Teachers Association got me a duty-free lunch and a prep period. The women teachers share a bathroom with the girls. I take students to job interviews, to appointments, to the teen clinic. I take the girls to my house, take them shopping, take them on trips. When a student does something outstanding, I'll bring in a comb, a pen, mittens, socks, as a reward. I tell them, "If you come to school every day for five days, and pass every day, I'll take you to Friendly's Ice Cream on Friday."

Some of the kids come to school every day anyway. It's the only place they really eat, or else it's the only place they get sober, reasonable adult interaction. Here in Holyoke, 65 percent of the kids live below the poverty line.

Children come to us, not with low self-esteem, but with NO self-esteem. They've been told all their lives, "You're Puerto Rican," or "You're poor" (we have only one Black student here right now, and that's normal)—"You're nothing." Then peer pressure comes in: to use drugs, to run away, to get into prostitution.

Has a kid ever hit you?
Last year a girl raised a shoe to hit me on the head. I said, "If you do, better make sure I won't get up." She said her mother would get me. I said, "Go ahead, press your luck." So she put the shoe down.

I've never hit a kid. But they know my brother the policeman, they know my son, they even know my dog. They used to threaten to come to the teachers' houses at night. I'd just say, "Come to my house and you don't know *who* you'll run into."

Have you always taught?
I started as a registered nurse, a graduate of Meharry Medical School at Fisk University. My sister came up here, and she told me nurses were making good money, so I came.

We didn't know then about the North. Black nurses didn't get that good money, and Black people had to live in a poor neighborhood. We'd grown up in a middle-class, mostly white neighborhood outside Birmingham, Alabama. My husband and I and our children lived on the third floor of a building that was in bad shape. It was supposed to be vacated—but there was no place we could move to.

One day in 1970 one of my five-year-old twins went out on the balcony and fell into the concrete yard, just like that. Her head cracked open. Ambulances were slow coming to our neighborhood, so I put her in a taxi and took her to the hospital. She lived.

What kind of condition was she in then?
She'd lost half her brain, and they had to make her a new face. There were a lot of operations. I wasn't going to put her in a home for retarded children; I knew we only use a tenth of our brain anyway. So I stopped working almost entirely to care for her. My husband couldn't stand it all; he left. I took in foster kids to pay the bills.

How did you happen to start teaching?
When Carol's doctor saw what I'd been able to do with her, he sent me to the superintendent of schools. Massachusetts had just passed a mainstreaming law, and a lot of handicapped kids were coming into the regular schools, so they put me to work.

They never paid me for what I was doing, really handling a class of handicapped kids. I got a tutor's certificate, but that didn't help, so I went to college full-time and got a degree in educational psychology and social research. By the time my teaching certificate came through, they were opening Church Square, so they sent me here.

Do you help your students?
I believe I do—and I can't quit trying. These kids are not choir girls and altar boys. But education isn't worth anything if it doesn't work for the people who really need it. There has to be a way for these kids to live normal lives.

I just do whatever I need to to get the students back into the regular system. "We don't have a choice of what we are," I tell them, "but we do have a choice of what we become." And, little by little, their self-esteem gets lifted; they start coming to school. Already this fall, two students from this class have gone back to the regular high school.

Peter Glass

RESOURCES

'War and Remembrance' Comes to ABC-TV

Use Herman Wouk's thoughts on his novel and film to spark classroom discussions on values and morals.

The first half of "War and Remembrance," a TV mini-series based on Herman Wouk's novel of the same name, will air on ABC-TV in November. The story is a continuation of Wouk's novel and earlier TV mini-series "The Winds of War," the saga of American Pug Henry and his family in the years immediately preceding World War II.

Teachers can use "War and Remembrance"—about World War II and its effects on individuals—to clarify ethical issues and actively involve students in relating those issues to their lives.

The following suggestions for classroom activities are based on an essay written by Wouk about his novel and the TV production. To obtain copies of the essay and a longer version of this guide, see note at the end of this guide.

Grade Level: Junior high and above (parental discretion advised for younger or sensitive viewers).

Subject Areas: Social studies, history, language arts, art, music, humanities, ethics.

Understanding Wouk's Approach

Herman Wouk says he modeled his war novels on literary epics such as "A Tale of Two Cities" and "War and Peace." Do you agree that people tend to learn history from romantic novels rather than from history books? What novels, films, and plays do you think best illustrate this theory? What aspects of Wouk's work make World War II more vivid and memorable?

Make a list of the countries that fell under Axis domination during the war and locate them on a map. Do you agree with Wouk's assertion that World War II was a "close-run thing"? Do you agree that neither the United States nor the U.S.S.R. alone could have defeated Hitler?

Locate on a map the sites of the following battles: Midway, Stalingrad, Normandy, Kursk, and Leyte Gulf. Discuss Wouk's designation of World War II as a true "global war." Why does Wouk consider the battle of Midway a turning point of the war?

Relating the Implications of Wouk's Essay to Our Lives

Herman Wouk wrote ". . . the threat of nuclear carnage that hangs over us . . . is the living ghost of Hitler walking the globe. It is the possibilities that he for the first time made real that we dread. He ended the innocence of modern man."

In what ways was modern humanity "innocent" before World War II? What "possibilities" did Hitler make "real" for the first time?

ABC/Capital Cities

ABC/Capital Cities

ABC/Capital Cities

What is racism? Is anti-Semitism a type of racism? What is "genocide," and how did it become an actual possibility during World War II?

American forces dropped the first nuclear bombs on Japan months *after* Hitler committed suicide. Why, then, does Wouk contend that "the threat of nuclear carnage that hangs over us . . . is the living ghost of Hitler"?

To describe World War II, new words like "genocide," and "atom bomb" came into being and existing words like "holocaust" and "final solution" took on added significance. Write an essay on how World War II influenced the way we think and speak today.

Defining, Discussing, Debating

Describe instances of injustice with which you are familiar. Have your personal beliefs or convictions ever been thwarted by regulations of family, schools, social groups, or governments? Do injustices exist in this country? Other countries? Have you ever hesitated to speak up when "someone else" was suffering an injustice?

Bring in newspaper or magazine articles or editorial cartoons relating to injustice. Discuss them.

At what point must concerned individuals resist injustice? What nonviolent methods for fighting injustice exist in our country? In other countries?

Divide the class into teams and debate whether the end *ever* justifies the means. Does the long-range goal of eradicating a terrible injustice warrant the temporary use of unjust measures?

What does Wouk mean when he says that "The Winds of War" and "War and Remembrance" have the same message: "The beginning of the end of war lies in remembrance"?

This study guide was excerpted from a longer version by Nancy Karkowsky and produced for ABC by KIDSNET, the computerized clearinghouse for children's television and radio in Washington, D.C.

To receive the full version or to comment on "War and Remembrance," write: Community Relations, Dept. NEA, Capital Cities/ABC, Inc., 1330 Ave. of the Americas, New York, NY 10019.

When It Will Air

First half: Nov. 13, 8-11 p.m. ET; Nov. 15, 8-11 p.m. ET*; Nov. 16, 8:30-11 p.m. ET; Nov. 17, 9-11 p.m. ET; Nov. 20, 9-11:30 p.m. ET; Nov. 22, 8:30-11 p.m. ET; Nov. 23, 8:30-11 p.m. ET*.

The second half will air next spring. Check local listings for dates and times.

Ongoing editing of key battle scenes may cause telecast times on Nov. 16, 17, and 20 to change.

*Parental discretion is advised for these episodes.

Legislative Report Card

100th Congress

January 1987-September 20, 1988

National leaders have shown tremendous interest in education and related issues throughout the 100th Congress. Increasingly, members of Congress recognize the link between education and other national priorities, including the economy, social needs, and national security. But despite the interest in addressing national needs in education, economic and political pressures have continued to make the question of resources for education a highly charged—at times divisive—issue.

The 100th Congress has been faced with a number of critical decisions over the federal role in education—affecting both design of and resources for public education. A centerpiece of the education debate in the 100th Congress was the reauthorization of the most important federal elementary and secondary education programs. In addition, this Congress enacted the most important civil rights legislation in a decade with the Civil Rights Restoration Act. As in past years, decisions over funding were central to advancing excellence and equity in education.

The Legislative Report Card that follows shows the critical votes on these and other issues of concern to NEA during the period from January 1987 through September 20, 1988. A final report card on the 100th Congress will be available in December.

Voting records are only one of the factors considered by NEA-PAC—NEA's political action arm—and state and local political action committees as they decide which incumbents to endorse for reelection. Political judgments about each individual's stance on education are based on a careful review of all available information, including public statements and answers to direct questioning via personal interviews, correspondence, and lobbying contacts.

In the case of incumbent members of the U.S. Senate, the entire voting record over their six-year terms—not just the latest Congress, as detailed here—is considered.

U.S. HOUSE OF REPRESENTATIVES

1. NEA supported the FY 1988 Budget Resolution protecting federal education programs and providing substantial increases for needs-based education programs such as Chapter 1. The FY88 Budget Resolution, H.Con.Res.93, passed by a vote of 230-192 (April 9, 1987). A *yes* vote supported NEA's position.

2. NEA supported an omnibus education reauthorization bill to extend and enhance a dozen essential federal education programs, including Chapter 1, Chapter 2, bilingual education, and impact aid. The School Improvement Act, H.R. 5, passed by a vote of 401-1 (May 21, 1987). A *yes* vote supported NEA's position.

3. NEA opposed an amendment to the FY88 Education Appropriations bill, H.R. 3058, that would have reduced spending for programs in the departments of Labor, Health and Human Services, and Education by 4.12 percent across-the-board. If passed, the amendment would have cut $838 million from levels approved by the House Appropriations Committee. This Tauke amendment failed by a vote of 145-280 (August 5, 1987). A *no* vote supported NEA's position.

4. NEA opposed an amendment to the FY88 Education Appropriations bill, H.R. 3058, that would have reduced spending for programs in the departments of Labor, Health and Human Services, and Education by 2 percent across-the-board. If passed, the amendment would have cut $412 million from levels approved by the House Appropriations Committee. This Penny amendment failed by a vote of 181-245 (August 5, 1987). A *no* vote supported NEA's position.

5. NEA opposed instituting an automatic across-the-board cut mechanism in the Gramm-Rudman deficit reduction law because of its potential impact on education funding. This conference agreement, H.J.Res. 324, passed by a vote of 230-119 (September 22, 1987). A *no* vote supported NEA's position.

6. NEA supported a motion to override President Reagan's veto of the Civil Rights Restoration Act, which reinstates nondiscrimination protection to institutions that receive federal funds. This motion to override the veto and enact the law passed by a vote of 292-133 (March 22, 1988). A *yes* vote supported NEA's position.

7. NEA supported the FY89 Budget Resolution protecting federal education programs and providing significant increases for needs-based education programs such as Chapter 1. The FY89 Budget Resolution passed by a vote of 319-102 (March 23, 1988). A *yes* vote supported NEA's position.

8. NEA supported the FY89 Labor-Health and Human Services-Education Appropriations bill to provide $22 billion for U.S. Department of Education programs, a $1.7 billion increase over FY88 education spending. This appropriations bill, H.R. 4783, passed by a vote of 362-46 (June 15, 1988). A *yes* vote supported NEA's position.

		1	2	3	4	5	6	7	8	% Pro NEA
Alabama										
1	Callahan (R)	–	+	–	–	–	–	+	+	38
2	Dickinson (R)	–	+	–	–	+	–	+	+	50
3	Nichols (D)	–	+	–	–	–	+	+	+	50
4	Bevill (D)	+	+	+	+	+	+	+	+	100
5	Flippo (D)	+	+	+	–	–	+	+	+	75
6	Erdreich (D)	+	+	+	–	–	+	+	+	75
7	Harris (D)	–	+	+	–	–	+	+	+	63
Alaska										
1	Young (R)	–	+	–	+	+	+	+	+	75
Arizona										
1	Rhodes (R)	–	+	–	–	–	–	+	+	38
2	Udall (D)	+	+	+	+	+	+	+	+	100
3	Stump (R)	–	+	–	–	–	–	–	–	13
4	Kyl (R)	–	+	–	–	–	–	–	–	13
5	Kolbe (R)	–	+	–	–	–	+	–	+	38
Arkansas										
1	Alexander (D)	+	NV	+	+	–	+	+	+	86
2	Robinson (D)	+	+	–	–	+	+	–	+	63
3	Hammerschmidt (R)	–	+	–	–	–	–	–	+	25
4	Anthony (D)	+	+	+	+	NV	+	+	+	100
California										
1	Bosco (D)	+	+	+	–	–	+	+	+	75
2	Herger (R)	–	+	–	–	+	–	–	–	25
3	Matsui (D)	+	+	+	+	–	+	+	+	88
4	Fazio (D)	+	+	+	+	+	+	+	+	100
5	Pelosi (D)	0	0	+	+	+	+	+	+	100
6	Boxer (D)	+	NV	+	+	NV	+	+	+	100
7	Miller (D)	+	+	+	+	+	+	+	+	100
8	Dellums (D)	+	+	+	+	+	+	+	+	100
9	Stark (D)	+	+	+	+	+	+	+	+	100
10	Edwards (D)	+	+	+	+	+	+	+	+	100
11	Lantos (D)	+	+	+	+	–	+	+	+	88
12	Konnyu (R)	–	NV	–	–	–	–	–	+	14
13	Mineta (D)	+	+	+	+	+	+	+	+	100
14	Shumway (R)	–	+	–	–	+	–	–	–	25
15	Coelho (D)	+	+	+	+	–	+	+	+	88
16	Panetta (D)	+	+	+	+	–	+	+	+	88
17	Pashayan (R)	–	+	+	–	–	+	+	+	63
18	Lehman (D)	+	+	+	+	+	+	+	+	100
19	Lagomarsino (R)	–	+	–	–	–	–	+	+	38
20	Thomas (R)	–	+	–	–	–	–	+	+	38
21	Gallegly (R)	–	+	–	–	+	–	–	+	38
22	Moorhead (R)	–	+	–	–	+	–	–	–	25
23	Beilenson (D)	+	+	+	+	+	+	–	+	88
24	Waxman (D)	+	+	+	+	+	+	+	+	100
25	Roybal (D)	+	+	+	+	+	+	+	+	100
26	Berman (D)	+	+	+	+	+	+	+	+	100
27	Levine (D)	+	+	+	+	+	+	+	+	100
28	Dixon (D)	+	+	+	+	+	+	+	+	100
29	Hawkins (D)	+	+	+	+	–	+	+	+	88
30	Martinez (D)	+	+	+	+	NV	NV	+	+	100
31	Dymally (D)	+	+	+	+	–	+	+	+	88
32	Anderson (D)	+	+	+	+	+	+	+	+	100
33	Dreier (R)	–	+	–	–	+	–	–	–	25
34	Torres (D)	+	+	+	+	+	+	+	+	100
35	Lewis (R)	–	NV	+	+	–	–	+	+	57
36	Brown (D)	+	+	+	+	NV	+	+	+	100
37	McCandless (R)	–	+	–	–	+	–	–	–	25
38	Dornan (R)	–	+	–	–	NV	–	–	–	14
39	Dannemeyer (R)	–	+	–	–	+	–	–	–	25
40	Badham (R)	–	+	–	–	–	–	+	–	25
41	Lowery (R)	–	+	–	–	–	–	–	+	25
42	Lungren (R)	–	+	–	–	–	+	–	–	25
43	Packard (R)	–	+	+	–	+	–	+	NV	57
44	Bates (D)	–	+	–	–	+	+	+	+	63
45	Hunter (R)	–	+	–	–	+	–	–	NV	29
Colorado										
1	Schroeder (D)	+	+	+	+	+	+	+	+	100
2	Skaggs (D)	+	+	+	+	–	+	+	+	88
3	Campbell (D)	–	+	+	+	–	+	+	+	75
4	Brown (R)	–	+	–	–	–	+	–	–	25
5	Hefley (R)	–	+	–	–	+	–	–	+	38
6	Schaefer (R)	–	+	–	–	–	–	–	+	25
Connecticut										
1	Kennelly (D)	+	+	+	+	–	+	+	+	88
2	Gejdenson (D)	+	+	+	+	–	+	+	+	88
3	Morrison (D)	+	+	+	+	NV	+	+	+	100
4	Shays (R)	0	0	0	0	+	+	–	+	75
5	Rowland (R)	–	+	+	–	–	+	+	+	63
6	Johnson (R)	–	+	+	+	–	+	+	+	75
Delaware										
1	Carper (D)	+	+	–	–	–	+	–	+	50
Florida										
1	Hutto (D)	–	+	–	–	–	–	+	+	38
2	Grant (D)	+	+	+	+	–	+	+	+	88
3	Bennett (D)	–	+	–	–	+	+	+	+	63
4	Chappell (D)	+	+	+	+	–	+	+	+	88
5	McCollum (R)	–	+	–	–	–	–	+	+	38
6	MacKay (D)	+	+	–	–	–	+	+	NV	57
7	Gibbons (D)	+	+	+	+	–	+	+	+	88
8	Young (R)	–	+	+	+	+	–	+	+	75
9	Bilirakis (R)	–	+	+	–	+	–	+	+	63
10	Ireland (R)	–	+	–	–	–	–	–	+	25
11	Nelson (D)	–	+	+	+	+	+	+	+	88

		1	2	3	4	5	6	7	8	% Pro NEA
12	Lewis (R)	–	+	–	–	+	–	+	+	50
13	Mack (R)	–	+	–	–	–	–	+	NV	29
14	Mica (D)	+	+	–	–	–	+	+	NV	57
15	Shaw (R)	–	+	–	–	–	–	NV	+	29
16	Smith (D)	+	+	+	+	–	+	+	+	88
17	Lehman (D)	+	+	+	+	–	+	+	+	88
18	Pepper (D)	+	+	NV	NV	NV	+	+	+	100
19	Fascell (D)	+	+	+	+	–	+	+	+	88
Georgia										
1	Thomas (D)	+	+	+	+	–	+	+	+	88
2	Hatcher (D)	+	NV	+	–	–	+	+	+	71
3	Ray (D)	+	NV	+	+	–	–	+	NV	67
4	Swindall (R)	–	+	–	–	–	–	–	–	13
5	Lewis (D)	+	+	+	+	+	+	+	+	100
6	Gingrich (R)	–	+	–	–	–	–	–	+	25
7	Darden (D)	+	+	–	–	–	+	+	+	63
8	Rowland (D)	+	+	+	–	–	–	+	+	63
9	Jenkins (D)	+	+	+	–	–	+	+	+	75
10	Barnard (D)	+	+	–	–	–	–	+	+	50
Hawaii										
1	Saiki (R)	–	+	+	+	–	+	+	+	75
2	Akaka (D)	+	+	+	+	–	+	+	+	88
Idaho										
1	Craig (R)	–	+	–	–	NV	–	–	–	14
2	Stallings (D)	–	+	–	–	–	+	+	+	50
Illinois										
1	Hayes (D)	+	+	+	+	+	+	+	NV	100
2	Savage (D)	+	+	+	+	+	+	+	+	100
3	Russo (D)	+	+	+	+	+	–	+	NV	86
4	Davis (R)	–	+	–	–	+	–	NV	+	43
5	Lipinski (D)	+	NV	+	+	–	+	+	+	86
6	Hyde (R)	–	+	–	–	+	–	+	+	50
7	Collins (D)	+	+	+	+	NV	+	+	+	100
8	Rostenkowski (D)	+	NV	+	+	–	+	+	+	86
9	Yates (D)	+	+	+	+	+	+	–	+	88
10	Porter (R)	–	+	–	–	–	+	–	+	38
11	Annunzio (D)	NV	NV	+	+	–	+	+	+	83
12	Crane (R)	–	–	–	–	+	–	–	–	13
13	Fawell (R)	–	+	–	–	+	–	–	–	25
14	Hastert (R)	–	+	–	–	+	–	+	+	50
15	Madigan (R)	–	+	+	+	–	NV	NV	+	67
16	Martin (R)	–	+	–	–	–	+	+	+	50
17	Evans (D)	+	+	+	+	+	+	+	+	100
18	Michel (R)	–	+	–	–	–	–	+	+	38
19	Bruce (D)	+	+	+	+	–	+	+	+	88
20	Durbin (D)	+	+	+	+	–	+	+	+	88
21	Costello (D)	O	O	O	O	O	O	O	O	–
22	Gray (D)	+	+	+	+	–	NV	NV	+	83
Indiana										
1	Visclosky (D)	+	+	+	+	+	+	–	+	88
2	Sharp (D)	+	+	+	+	–	+	+	+	88
3	Hiler (R)	–	+	–	–	–	–	+	+	38
4	Coats (R)	–	+	–	–	+	–	+	+	50
5	Jontz (D)	+	+	+	+	+	+	+	+	100
6	Burton (R)	NV	+	–	–	+	–	–	–	29
7	Myers (R)	–	+	+	+	+	–	–	+	63
8	McCloskey (D)	–	+	+	+	–	+	+	+	75
9	Hamilton (D)	+	+	+	–	–	+	–	+	63
10	Jacobs (D)	–	+	–	–	+	+	–	NV	43
Iowa										
1	Leach (R)	–	+	–	–	+	+	–	–	38
2	Tauke (R)	–	+	–	–	–	–	–	–	13
3	Nagle (D)	+	+	+	+	+	+	+	+	100
4	Smith (D)	+	+	+	+	+	+	–	+	88
5	Lightfoot (R)	–	+	–	–	+	NV	NV	–	33
6	Grandy (R)	–	+	–	–	+	–	–	+	38
Kansas										
1	Roberts (R)	–	+	–	–	–	–	–	+	25
2	Slattery (D)	+	+	+	+	–	+	+	+	88
3	Meyers (R)	–	+	+	–	–	+	+	+	63
4	Glickman (D)	+	+	+	+	–	+	+	+	88
5	Whittaker (R)	–	+	–	–	–	–	–	+	25
Kentucky										
1	Hubbard (D)	+	+	–	–	+	–	+	+	63
2	Natcher (D)	+	+	+	+	+	+	+	+	100
3	Mazzoli (D)	+	+	+	+	–	+	+	+	88
4	Bunning (R)	–	+	–	–	+	–	+	–	38
5	Rogers (R)	–	+	+	+	–	–	+	+	63
6	Hopkins (R)	–	NV	–	–	–	+	–	+	29
7	Perkins (D)	+	+	+	+	+	+	+	+	100
Louisiana										
1	Livingston (R)	NV	NV	NV	+	NV	–	–	+	50
2	Boggs (D)	+	+	+	+	+	+	+	+	100
3	Tauzin (D)	NV	+	+	+	NV	+	+	+	100
4	McCrery (R)	O	O	O	O	O	O	O	+	100
5	Huckaby (D)	+	+	–	–	–	+	+	+	63
6	Baker (R)	–	NV	–	–	–	–	+	+	29
7	Hayes (D)	–	NV	+	+	–	+	–	+	57
8	Holloway (R)	–	+	–	–	–	–	–	+	25
Maine										
1	Brennan (D)	+	+	+	+	+	+	+	+	100
2	Snowe (R)	–	+	+	–	–	+	+	+	63
Maryland										
1	Dyson (D)	+	+	+	+	+	+	+	+	100
2	Bentley (R)	–	+	+	+	+	–	NV	+	71
3	Cardin (D)	+	+	+	+	+	+	+	+	100
4	McMillen (D)	+	+	+	+	–	+	+	+	88
5	Hoyer (D)	+	+	+	+	+	+	+	+	100
6	Byron (D)	+	+	+	–	+	+	+	+	88
7	Mfume (D)	+	+	+	+	+	+	+	+	100
8	Morella (R)	–	+	+	+	+	+	+	+	88

		1	2	3	4	5	6	7	8	% Pro NEA
Massachusetts										
1	Conte (R)	–	+	+	+	+	+	+	+	88
2	Boland (D)	+	+	+	+	+	+	+	+	100
3	Early (D)	+	+	+	+	+	+	+	+	100
4	Frank (D)	+	+	+	+	+	+	+	+	100
5	Atkins (D)	+	+	+	+	–	+	+	+	88
6	Mavroules (D)	+	+	+	+	–	+	+	+	88
7	Markey (D)	+	NV	+	+	–	+	+	+	86
8	Kennedy (D)	+	+	+	+	+	+	+	+	100
9	Moakley (D)	+	+	+	+	+	+	+	+	100
10	Studds (D)	+	+	+	+	+	+	–	+	88
11	Donnelly (D)	+	+	+	+	–	+	+	+	88
Michigan										
1	Conyers (D)	+	+	+	+	NV	+	+	+	100
2	Pursell (R)	–	+	+	+	–	–	+	+	63
3	Wolpe (D)	+	+	+	+	–	+	+	+	88
4	Upton (R)	–	+	–	–	–	–	–	–	13
5	Henry (R)	–	+	+	+	–	–	–	+	50
6	Carr (D)	–	+	+	+	+	+	–	+	75
7	Kildee (D)	+	+	+	+	+	+	+	+	100
8	Traxler (D)	+	+	+	+	–	+	–	+	75
9	Vander Jagt (R)	–	NV	+	–	–	–	–	+	29
10	Schuette (R)	–	+	+	+	–	+	–	+	63
11	Davis (R)	–	+	+	+	–	+	+	+	75
12	Bonior (D)	+	+	+	+	+	+	+	+	100
13	Crockett (D)	+	+	+	+	NV	+	+	+	100
14	Hertel (D)	+	+	+	+	+	+	+	+	100
15	Ford (D)	+	+	+	+	+	+	+	+	100
16	Dingell (D)	+	+	+	+	+	+	+	+	100
17	Levin (D)	+	+	+	+	–	+	+	+	88
18	Broomfield (R)	–	+	+	–	–	–	–	+	38
Minnesota										
1	Penny (D)	+	+	–	–	–	+	+	+	63
2	Weber (R)	–	+	+	+	+	–	+	+	75
3	Frenzel (R)	–	+	–	–	–	+	–	–	25
4	Vento (D)	+	+	+	+	+	+	+	+	100
5	Sabo (D)	+	+	+	+	+	+	+	+	100
6	Sikorski (D)	+	+	+	+	–	+	+	+	88
7	Stangeland (R)	–	+	+	–	+	–	+	+	63
8	Oberstar (D)	+	+	+	+	+	+	+	+	100
Mississippi										
1	Whitten (D)	+	+	+	+	–	+	+	+	88
2	Espy (D)	+	+	+	+	–	+	+	+	88
3	Montgomery (D)	+	+	+	+	–	+	+	+	88
4	Dowdy (D)	+	+	+	+	–	+	+	+	88
5	Lott (R)	–	+	–	–	–	–	+	+	38
Missouri										
1	Clay (D)	+	+	+	+	–	+	+	+	88
2	Buechner (R)	–	+	–	–	+	–	+	+	50
3	Gephardt (D)	+	NV	NV	NV	NV	NV	NV	+	100
4	Skelton (D)	+	+	+	+	–	+	+	+	88
5	Wheat (D)	+	+	+	+	+	+	+	+	100
6	Coleman (R)	–	+	+	–	–	–	+	+	50
7	Taylor (R)	–	+	–	–	–	–	+	+	38
8	Emerson (R)	–	+	–	–	–	–	–	+	25
9	Volkmer (D)	+	+	+	+	–	+	+	+	88
Montana										
1	Williams (D)	+	+	+	+	+	+	+	+	100
2	Marlenee (R)	–	+	–	–	+	–	–	–	25
Nebraska										
1	Bereuter (R)	–	+	–	–	–	+	–	+	38
2	Daub (R)	–	+	–	–	–	–	–	+	25
3	Smith (R)	–	+	–	–	–	–	–	+	25
Nevada										
1	Bilbray (D)	+	+	+	+	–	+	+	+	88
2	Vucanovich (R)	NV	+	–	–	+	–	–	+	43
New Hampshire										
1	Smith (R)	–	+	–	–	–	–	–	–	13
2	Gregg (R)	–	+	–	–	–	–	+	–	25
New Jersey										
1	Florio (D)	+	+	+	+	+	+	–	+	88
2	Hughes (D)	+	+	–	–	+	+	–	+	63
3	Howard (D)	+	+	+	+	–	+	+	O	86
4	Smith (R)	–	+	+	+	–	+	+	+	75
5	Roukema (R)	–	+	+	–	–	+	+	+	63
6	Dwyer (D)	+	+	+	+	–	+	+	+	88
7	Rinaldo (R)	–	+	+	+	+	+	+	+	88
8	Roe (D)	+	NV	+	+	–	+	+	+	86
9	Torricelli (D)	+	+	+	+	+	+	+	+	100
10	Rodino (D)	+	+	+	+	NV	+	+	+	100
11	Gallo (R)	–	+	–	–	–	+	+	+	50
12	Courter (R)	–	+	–	–	–	+	+	+	50
13	Saxton (R)	–	+	–	–	–	+	+	+	50
14	Guarini (D)	+	+	+	+	+	+	+	+	100
New Mexico										
1	Lujan (R)	–	+	–	–	+	–	+	+	50
2	Skeen (R)	–	+	+	+	+	–	+	+	75
3	Richardson (D)	+	+	+	+	–	+	+	+	88
New York										
1	Hochbrueckner (D)	+	+	+	+	+	+	+	+	100
2	Downey (D)	+	+	+	+	+	+	+	+	100
3	Mrazek (D)	+	+	+	+	+	+	+	+	100
4	Lent (R)	–	+	+	–	–	+	+	+	63
5	McGrath (R)	–	+	–	–	–	+	+	+	50
6	Flake (D)	+	+	+	+	–	+	+	+	88
7	Ackerman (D)	+	+	+	+	+	+	+	+	100
8	Scheuer (D)	+	+	+	+	+	+	+	+	100
9	Manton (D)	+	+	–	+	–	+	+	+	75
10	Schumer (D)	+	+	+	+	+	+	+	+	100
11	Towns (D)	+	+	+	+	+	+	+	+	100
12	Owens (D)	+	+	+	+	+	+	+	+	100

		1	2	3	4	5	6	7	8	% Pro NEA
13	Solarz (D)	+	+	+	+	+	+	+	+	100
14	Molinari (R)	–	+	–	–	–	+	–	+	38
15	Green (R)	–	+	+	+	–	+	+	+	75
16	Rangel (D)	+	+	+	+	+	+	+	+	100
17	Weiss (D)	+	+	+	+	+	+	+	+	100
18	Garcia (D)	NV	+	+	+	+	+	+	+	100
19	Biaggi (D)	+	NV	+	+	NV	NV	NV	NV	100
20	DioGuardi (R)	–	+	–	–	–	+	–	+	38
21	Fish (R)	–	+	+	–	–	+	+	+	63
22	Gilman (R)	–	+	+	+	+	+	–	+	75
23	Stratton (D)	+	+	+	+	–	+	+	+	88
24	Solomon (R)	–	+	–	–	NV	–	–	–	14
25	Boehlert (R)	–	+	+	+	+	+	+	+	88
26	Martin (R)	–	+	+	–	+	+	+	+	75
27	Wortley (R)	–	+	–	–	–	–	+	+	38
28	McHugh (D)	+	+	+	+	+	+	–	+	88
29	Horton (R)	–	+	+	+	–	+	+	+	75
30	Slaughter (D)	+	+	+	+	–	+	+	+	88
31	Kemp (R)	NV	NV	–	–	NV	–	–	NV	0
32	LaFalce (D)	+	+	+	+	+	+	–	+	88
33	Nowak (D)	+	+	+	+	–	+	+	+	88
34	Houghton (R)	–	+	–	–	–	+	+	+	50
North Carolina										
1	Jones (D)	+	NV	+	+	–	+	+	+	86
2	Valentine (D)	+	+	+	+	–	+	+	+	88
3	Lancaster (D)	+	+	+	–	–	+	+	+	75
4	Price (D)	+	+	+	+	–	+	+	+	88
5	Neal (D)	+	+	+	–	+	+	+	+	88
6	Coble (R)	–	+	–	–	–	–	+	+	38
7	Rose (D)	+	+	+	+	–	+	+	+	88
8	Hefner (D)	+	+	+	+	–	+	+	+	88
9	McMillan (R)	–	+	–	–	–	–	+	+	38
10	Ballenger (R)	–	+	–	–	+	–	–	NV	29
11	Clarke (D)	+	+	+	+	–	+	+	+	88
North Dakota										
1	Dorgan (D)	+	+	+	+	+	+	–	+	88
Ohio										
1	Luken (D)	+	+	+	+	–	+	+	+	88
2	Gradison (R)	–	+	–	–	–	+	+	+	50
3	Hall (D)	+	+	+	–	–	+	+	+	75
4	Oxley (R)	–	+	–	–	–	–	+	+	38
5	Latta (R)	–	+	NV	NV	NV	–	+	+	60
6	McEwen (R)	–	+	–	–	+	–	–	+	38
7	DeWine (R)	–	+	–	–	+	–	+	+	50
8	Lukens (R)	–	+	–	–	+	–	–	–	25
9	Kaptur (D)	+	+	+	+	–	+	+	+	88
10	Miller (R)	–	+	–	–	–	–	–	+	25
11	Eckart (D)	+	+	+	+	–	+	+	+	88
12	Kasich (R)	–	+	–	–	–	–	+	+	38
13	Pease (D)	+	+	+	+	–	+	–	NV	71
14	Sawyer (D)	+	+	+	+	–	+	+	+	88
15	Wylie (R)	–	+	+	–	–	–	+	+	50
16	Regula (R)	–	+	+	–	–	–	+	+	50
17	Traficant (D)	+	+	+	+	+	+	+	+	100
18	Applegate (D)	–	+	+	–	+	+	–	+	63
19	Feighan (D)	+	+	+	+	–	+	+	+	88
20	Oakar (D)	+	+	+	+	+	+	+	+	100
21	Stokes (D)	+	+	+	+	–	+	+	+	88
Oklahoma										
1	Inhofe (R)	–	+	–	–	+	–	–	–	25
2	Synar (D)	+	+	+	+	+	+	+	+	100
3	Watkins (D)	+	+	+	+	+	+	–	+	88
4	McCurdy (D)	+	NV	+	+	NV	+	+	+	100
5	Edwards (R)	–	+	–	–	–	–	+	–	25
6	English (D)	–	+	–	–	+	–	–	+	38
Oregon										
1	AuCoin (D)	–	+	+	+	–	+	+	+	75
2	Smith (R)	–	+	+	–	+	–	–	+	50
3	Wyden (D)	+	+	+	+	–	+	+	+	88
4	DeFazio (D)	+	+	+	+	+	+	+	+	100
5	Smith (R)	–	+	–	–	+	–	–	–	25
Pennsylvania										
1	Foglietta (D)	+	+	+	+	+	+	+	+	100
2	Gray (D)	+	+	+	+	–	+	+	NV	86
3	Borski (D)	+	+	+	+	+	+	+	+	100
4	Kolter (D)	–	+	+	+	+	+	+	+	88
5	Schulze (R)	–	+	–	–	–	+	+	+	50
6	Yatron (D)	+	+	+	+	+	+	+	+	100
7	Weldon (R)	–	+	+	–	+	+	+	+	75
8	Kostmayer (D)	+	+	+	+	–	+	+	+	88
9	Shuster (R)	–	+	–	–	+	–	+	–	38
10	McDade (R)	–	+	+	+	+	–	–	+	75
11	Kanjorski (D)	+	+	+	+	+	+	+	+	100
12	Murtha (D)	+	+	+	+	–	+	+	+	88
13	Coughlin (R)	–	+	+	+	–	+	+	+	75
14	Coyne (D)	+	+	+	+	–	+	+	+	88
15	Ritter (R)	–	+	–	–	+	–	+	+	50
16	Walker (R)	–	+	–	–	+	–	–	–	25
17	Gekas (R)	–	+	–	–	–	–	–	–	13
18	Walgren (D)	+	+	+	+	–	+	+	+	88
19	Goodling (R)	–	+	+	+	–	+	+	+	75
20	Gaydos (D)	+	NV	+	+	–	+	+	+	86
21	Ridge (R)	–	+	–	–	–	+	+	+	50
22	Murphy (D)	+	+	+	+	+	+	+	+	100
23	Clinger (R)	–	+	+	+	–	–	+	+	63
Rhode Island										
1	St Germain (D)	NV	+	NV	+	–	+	+	+	83
2	Schneider (R)	–	+	+	+	–	+	+	+	75
South Carolina										
1	Ravenel (R)	–	+	–	–	+	–	+	+	50
2	Spence (R)	–	+	–	–	NV	–	–	NV	17
3	Derrick (D)	+	+	+	+	–	+	+	+	88
4	Patterson (D)	–	+	–	–	–	+	+	+	50

		1	2	3	4	5	6	7	8	% Pro NEA
5	Spratt (D)	+	+	+	+	–	+	+	NV	86
6	Tallon (D)	+	+	+	+	+	+	+	+	100
South Dakota										
1	Johnson (D)	+	+	+	+	–	+	+	+	88
Tennessee										
1	Quillen (R)	–	+	+	+	–	–	+	+	63
2	Duncan (R)	–	NV	+	–	–	+	+	NV	50
3	Lloyd (D)	NV	NV	+	+	–	+	+	+	83
4	Cooper (D)	+	NV	–	–	–	+	+	+	57
5	Clement (D)	O	O	O	O	O	+	+	NV	100
6	Gordon (D)	+	+	+	–	–	+	+	+	75
7	Sundquist (R)	–	+	–	–	–	–	+	–	25
8	Jones (D)	+	+	+	+	–	+	+	+	88
9	Ford (D)	+	NV	+	+	NV	+	+	+	100
Texas										
1	Chapman (D)	+	+	+	–	+	+	+	+	88
2	Wilson (D)	+	+	+	+	NV	+	+	+	100
3	Bartlett (R)	–	+	–	–	–	–	+	–	25
4	Hall (D)	+	+	–	–	+	–	–	+	50
5	Bryant (D)	+	+	+	+	+	+	+	+	100
6	Barton (R)	–	+	–	–	–	–	+	–	25
7	Archer (R)	–	+	–	–	–	–	–	–	13
8	Fields (R)	–	+	–	–	–	–	–	–	13
9	Brooks (D)	+	+	+	+	+	+	+	NV	100
10	Pickle (D)	NV	+	+	+	–	+	+	+	86
11	Leath (D)	+	+	–	–	–	–	+	+	50
12	Wright (D)*									
13	Boulter (R)	–	+	–	–	–	–	NV	NV	17
14	Sweeney (R)	–	+	–	–	–	–	–	–	13
15	De La Garza (D)	+	+	+	+	NV	+	+	+	100
16	Coleman (D)	+	+	+	+	+	+	+	+	100
17	Stenholm (D)	+	+	–	–	–	–	+	–	38
18	Leland (D)	+	+	+	+	+	+	+	NV	100
19	Combest (R)	–	+	–	–	–	–	–	–	13
20	Gonzalez (D)	+	+	+	+	+	+	–	+	88
21	Smith (R)	–	+	–	–	–	–	+	+	38
22	DeLay (R)	–	+	–	–	–	–	–	–	13
23	Bustamante (D)	+	+	+	+	–	+	+	+	88
24	Frost (D)	+	+	+	+	+	+	+	+	100
25	Andrews (D)	+	+	–	–	–	+	+	+	63
26	Armey (R)	–	+	–	–	–	–	+	–	25
27	Ortiz (D)	+	NV	+	+	–	+	+	+	86

*Speaker of the House normally does not vote

		1	2	3	4	5	6	7	8	% Pro NEA
Utah										
1	Hansen (R)	–	+	–	–	+	–	–	+	38
2	Owens (D)	–	+	+	+	–	+	+	+	75
3	Nielson (R)	–	+	–	–	+	–	–	+	38
Vermont										
1	Jeffords (R)	–	+	+	+	+	+	+	+	88
Virginia										
1	Bateman (R)	–	+	–	–	+	–	+	+	50
2	Pickett (D)	+	+	+	+	+	+	+	+	100
3	Bliley (R)	–	+	–	–	–	–	+	+	38
4	Sisisky (D)	+	+	+	+	–	+	+	+	88
5	Payne (D)	O	O	O	O	O	O	O	O	–
6	Olin (D)	+	+	–	–	–	+	–	+	50
7	Slaughter (R)	–	+	–	–	–	–	+	+	38
8	Parris (R)	–	+	+	+	+	–	+	NV	71
9	Boucher (D)	+	+	+	+	–	+	+	+	88
10	Wolf (R)	–	+	+	–	+	–	+	+	63
Washington										
1	Miller (R)	–	+	–	–	–	+	–	+	38
2	Swift (D)	+	+	+	+	–	+	+	+	88
3	Bonker (D)	+	NV	+	+	NV	+	+	+	100
4	Morrison (R)	–	+	+	+	–	+	+	+	75
5	Foley (D)	+	+	+	+	–	+	+	+	88
6	Dicks (D)	+	+	+	+	–	+	+	+	88
7	Lowry (D)	+	+	+	+	+	+	+	+	100
8	Chandler (R)	–	+	–	–	–	+	–	+	38
West Virginia										
1	Mollohan (D)	+	+	+	+	+	+	+	+	100
2	Staggers (D)	+	+	+	+	+	+	+	+	100
3	Wise (D)	+	+	+	+	–	+	+	+	88
4	Rahall (D)	+	+	+	+	+	+	+	+	100
Wisconsin										
1	Aspin (D)	+	+	+	NV	–	+	+	+	86
2	Kastenmeier (D)	+	+	+	+	+	+	+	+	100
3	Gunderson (R)	–	+	+	–	+	+	–	+	63
4	Kleczka (D)	+	+	+	+	–	+	+	+	88
5	Moody (D)	+	+	+	+	+	+	+	NV	100
6	Petri (R)	–	+	+	–	+	+	–	+	63
7	Obey (D)	+	+	+	+	+	+	+	+	100
8	Roth (R)	–	+	+	–	+	–	–	+	50
9	Sensenbrenner (R)	–	+	–	–	+	–	–	–	25
Wyoming										
1	Cheney (R)	–	+	–	–	–	–	NV	–	14

KEY

+	FAVORABLE
–	UNFAVORABLE
NV	NOT VOTING
P	PRESENT
O	NOT THEN A MEMBER

U.S. SENATE

1. NEA supported the FY 1988 Budget Resolution protecting federal education programs and providing substantial increases for needs-based education programs such as Chapter 1. The FY88 Budget Resolution, H.Con.Res.93, passed by a vote of 56-42 (May 6, 1987). A *yes* vote supported NEA's position.

2. NEA opposed instituting an automatic across-the-board cut mechanism in the Gramm-Rudman deficit reduction law because of its potential impact on education funding. This Gramm amendment passed by a vote of 71-21 (September 29, 1987). A *no* vote supported NEA's position.

3. NEA supported a motion to table an amendment offered by Senators Rudman and Kasten to reduce the FY88 Education Appropriations bill, H.R. 3058, by 1.9 percent across-the-board and use those funds for low-income energy assistance. This amendment would have slashed education funding in the bill by more than $400 million. The motion to table the amendment to H.R. 3058 passed by a vote of 68-28 (October 14, 1987). A *yes* vote supported the NEA position.

4. NEA opposed confirmation of the nomination of Robert Bork to the U.S. Supreme Court because of his constrictive views on constitutional rights of speech, privacy, and equal protection. The motion to confirm Bork was defeated 42-58 (October 23, 1987). A *no* vote supported the NEA position.

5. NEA supported an omnibus education reauthorization bill to extend and enhance a dozen essential federal education programs, including Chapter 1, Chapter 2, bilingual education, and impact aid. This legislation, H.R. 5, passed by a vote of 97-1 (December 1, 1987). A *yes* vote supported NEA's position.

6. NEA supported a motion to override President Reagan's veto of the Civil Rights Restoration Act, which reinstates nondiscrimination protection to institutions that receive federal funds. This motion to override the veto and enact the law passed 73-24 (March 22, 1988). A *yes* vote supported NEA's position.

7. NEA supported a motion to table an amendment to the Fair Housing Act, H.R. 1158, offered by Senator Helms to strip all federal courts of their jurisdiction to consider cases relating to prayer, Bible reading, or religious meetings in public schools. The motion to table the amendment to H.R. 1158 passed by 71-20 (August 1, 1988). A *yes* vote supported NEA's position.

	1	2	3	4	5	6	7	% Pro NEA
Alabama								
Heflin (D)	+	—	+	+	+	+	—	71
Shelby (D)	+	NV	+	+	+	+	—	83
Alaska								
Murkowski (R)	—	—	+	—	+	+	+	57
Stevens (R)	—	—	—	—	+	+	+	43
Arizona								
DeConcini (D)	+	—	+	+	+	+	+	86
McCain (R)	—	—	—	—	+	+	+	43
Arkansas								
Bumpers (D)	+	+	+	+	NV	+	+	100
Pryor (D)	+	—	+	+	+	+	+	86
California								
Cranston (D)	+	+	+	+	+	+	+	100
Wilson (R)	—	—	+	—	+	+	+	57
Colorado								
Armstrong (R)	—	—	+	—	+	—	—	29
Wirth (D)	+	—	+	+	+	+	+	86
Connecticut								
Dodd (D)	+	—	+	+	+	+	NV	83
Weicker (R)	+	NV	+	+	+	+	+	100
Delaware								
Biden (D)	+	NV	+	+	+	NV	NV	100
Roth (R)	—	+	—	—	+	+	NV	50
Florida								
Chiles (D)	+	—	+	+	+	+	+	86
Graham (D)	+	—	+	+	+	+	+	86
Georgia								
Fowler(D)	+	—	+	+	+	+	+	86
Nunn (D)	+	—	+	+	+	+	+	86
Hawaii								
Inouye (D)	+	—	+	+	+	+	+	86
Matsunaga (D)	+	—	+	+	+	+	+	86
Idaho								
McClure (R)	—	—	—	—	+	—	—	14
Symms (R)	—	—	—	—	+	—	—	14
Illinois								
Dixon (D)	+	—	—	+	+	+	+	71
Simon (D)	+	NV	NV	+	+	+	NV	100
Indiana								
Lugar (R)	—	—	NV	—	+	—	+	33
Quayle (R)	—	—	—	—	+	—	+	29

	1	2	3	4	5	6	7	% Pro NEA
Iowa								
Grassley (R)	—	—	+	—	+	—	+	43
Harkin (D)	+	+	+	+	+	+	+	100
Kansas								
Dole (R)	—	—	+	—	+	NV	+	50
Kassebaum (R)	—	—	NV	—	+	+	+	50
Kentucky								
Ford (D)	+	—	+	+	+	+	—	71
McConnell (R)	—	—	+	—	+	—	—	29
Louisiana								
Breaux (D)	+	—	+	+	+	+	NV	83
Johnston (D)	+	+	+	+	+	+	+	100
Maine								
Cohen (R)	—	—	+	—	+	+	+	57
Mitchell (D)	+	—	—	+	+	+	+	71
Maryland								
Mikulski (D)	+	+	+	+	+	+	+	100
Sarbanes (D)	+	+	+	+	+	+	+	100
Massachusetts								
Kennedy (D)	+	—	+	+	+	+	+	86
Kerry (D)	+	+	+	+	+	+	+	100
Michigan								
Levin (D)	+	—	+	+	+	+	+	86
Riegle (D)	+	+	+	+	+	+	+	100
Minnesota								
Boschwitz (R)	—	—	—	—	+	+	+	43
Durenberger (R)	—	—	+	—	+	+	+	57
Mississippi								
Cochran (R)	—	—	+	—	+	—	+	43
Stennis (D)	+	—	+	+	NV	NV	+	80
Missouri								
Bond (R)	—	—	—	—	+	—	+	29
Danforth (R)	—	—	—	—	+	—	+	29
Montana								
Baucus (D)	+	—	+	+	+	+	+	86
Melcher (D)	+	+	—	+	+	+	+	86
Nebraska								
Exon (D)	+	+	+	+	+	+	—	86
Karnes (R)	—	—	—	—	+	—	+	29
Nevada								
Hecht (R)	—	—	—	—	+	—	—	14
Reid (D)	+	—	+	+	+	+	NV	83

	1	2	3	4	5	6	7	% Pro NEA
New Hampshire								
Humphrey (R)	—	—	—	—	+	—	—	14
Rudman (R)	—	—	—	—	+	+	+	43
New Jersey								
Bradley (D)	+	+	+	+	+	+	+	100
Lautenberg (D)	+	+	+	+	+	+	+	100
New Mexico								
Bingaman (D)	+	NV	—	+	+	+	+	83
Domenici (R)	—	—	+	—	+	+	+	57
New York								
D'Amato (R)	—	—	+	—	+	+	NV	50
Moynihan (D)	+	+	+	+	+	+	+	100
North Carolina								
Helms (R)	—	—	—	—	—	—	—	0
Sanford (D)	+	—	+	+	+	+	+	86
North Dakota								
Burdick (D)	+	+	+	+	+	+	+	100
Conrad (D)	+	—	—	+	+	+	+	71
Ohio								
Glenn (D)	+	+	+	+	+	+	+	100
Metzenbaum (D)	+	+	+	+	+	+	+	100
Oklahoma								
Boren (D)	+	—	+	—	+	+	+	71
Nickles (R)	—	—	+	—	+	—	—	29
Oregon								
Hatfield (R)	—	+	+	—	+	+	+	71
Packwood (R)	—	—	+	+	+	+	+	71
Pennsylvania								
Heinz (R)	—	—	—	—	+	+	+	43
Specter (R)	—	—	—	+	+	+	+	57
Rhode Island								
Chafee (R)	+	—	+	+	+	+	+	86
Pell (D)	+	+	+	+	+	+	+	100
South Carolina								
Hollings (D)	+	—	+	—	+	+	+	71
Thurmond (R)	—	—	—	—	+	—	—	14
South Dakota								
Daschle (D)	+	—	+	+	+	+	+	86
Pressler (R)	NV	—	+	—	+	—	—	33
Tennessee								
Gore (D)	NV	+	NV	+	+	+	+	100
Sasser (D)	+	—	—	+	+	+	NV	67

	1	2	3	4	5	6	7	% Pro NEA
Texas								
Bentsen (D)	+	—	+	+	+	+	+	86
Gramm (R)	—	—	—	—	+	—	—	14
Utah								
Garn (R)	—	—	+	—	+	—	NV	33
Hatch (R)	—	—	+	—	+	—	+	43
Vermont								
Leahy (D)	+	NV	+	+	+	+	+	100
Stafford (R)	+	—	+	+	+	+	+	86
Virginia								
Trible (R)	—	—	+	—	+	—	—	29
Warner (R)	—	—	+	+	+	—	—	43
Washington								
Adams (D)	+	NV	+	+	+	+	+	100
Evans (R)	—	—	+	—	+	+	+	57
West Virginia								
Byrd (D)	+	—	+	+	+	+	—	71
Rockefeller (D)	+	+	+	+	+	+	+	100
Wisconsin								
Kasten (R)	—	—	—	—	+	+	—	29
Proxmire (D)	+	—	—	+	+	+	+	71
Wyoming								
Simpson (R)	—	NV	—	—	+	—	+	33
Wallop (R)	—	—	—	—	+	—	—	14

KEY

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—	UNFAVORABLE
NV	NOT VOTING
P	PRESENT
O	NOT THEN A MEMBER

KIDS IN TROUBLE

STREET Calling

Teenage gangs mean drugs, violence, guns—even death. To win kids' loyalties, they're reaching across city and state lines—maybe right into your classroom.

Portland, Oregon.

"They were just there," says Sharon Gray, president of the Portland Association of Teachers. "All of a sudden, when school opened in 1987, students appeared in class wearing "colors"—red or blue armbands on their jackets, red or blue handkerchiefs tied to their belt buckles."

The blues and reds that appeared so suddenly in Portland schools were the colors of the Los Angeles-based "Crips" and "Bloods," youth gangs branching out into new territory.

Teachers and other school employees are often the first to notice when there's a new gang in town. They get a good look at kids' books and clothing—which often carry the signs of gang affiliation.

Behind the spread of gangs from one city to another is drugs.

"L.A. is saturated with drugs, so prices have been driven down," says Sgt. Daniel Leedem of the Portland school police. "The L.A. gangs come here to make more money."

Joe Di Dio

Sharon Gray

According to the *Washington Times*, the Los Angeles police put the Crips' national membership at between 10,000 and 15,000 people. Crips have turned up in Minneapolis, Anchorage, Salt Lake City, Seattle, several cities in Texas and Oklahoma—and now even on the FBI's home turf, Washington, D.C.

Similarly, the National School Safety Center says gangs are being set up in or spreading into suburbs and smaller cities. The result: "communities and schools not experienced with gang behavior are now forced to deal with it."

The shift of youth gangs into drug dealing as a money-making project has increased the level of violence in both the old base communities and the new. In the first eight months of 1988, 200 people were killed because of gangs in Los Angeles alone. Gang-related deaths and "drive-by" shootings (random firing from a car at groups of rival gang members) are spreading to other cities, too.

Joe Di Dio

"It's a fine line between clothing fads and gang uniforms. But when we talk about gangs today, we don't mean the Bowery Boys. We're talking about kids who are looking for trouble."

Violet Ewing, second grade teacher, Seattle, Washington.

Have Gangs Come to Your School? Here's How To Tell

Not every teen clothing fad signifies gang membership, but certain patterns—such as a mix of some of the behaviors sketched below—merit taking a hard look at the gang hypothesis.

Colors: A particular color(s) displayed prominently on jackets, hats, shoelaces, beads, pocket linings, gloves, bandanas, etc. (Some other color may be shunned.)

Style: A distinctive "uniform" or "look"—baggy khakis; a bandana hanging from a pocket or tied to a belt; a fur hat; a pattern shaved onto the head; name brand accessories with a double meaning ("British Knight" shoes are for Blood Killers in one city, for example); wearing a single glove or earring, tilting a hat, or lacing a shoe on the left—or the right.

Conspicuous consumption: Anything expensive, including gold jewelry (even clip-on gold teeth), $200 T-shirts, fur jackets, designer outfits, beepers, luxury cars or special models of jeeps, lots of cash.

Graffiti: Symbols such as stars, pitchforks, numbers, or initials spray-painted or penned on textbooks, desks, walls, overpasses, bridges.

Swaggering: References to weekend drug-and-booze parties, mimeographed sheets announcing such parties, signing (special handshakes) in the halls. Swaggering stops when adults ask about gangs, at which point demeanor turns defensive.

New Friends: Young adult men from out of town, cars with out-of-town plates.

Resources

For ideas on preventing or eliminating youth gangs, write for *Gangs in Schools: Breaking Up Is Hard To Do* ($3 a copy, ask about bulk orders), National School Safety Center, 16830 Ventura Blvd., Suite 200, Encino, CA 91436; and *Early Gang Recognition*, single copies free from State of California, Department of the Youth Authority, 4241 Williamsbourgh Dr., Sacramento, CA 95823, Att.: Prevention and Community Corrections.

The Paramount Plan: Alternatives to Gang Membership curriculum is available for $15 prepaid or invoiced to the City of Paramount, 16400 Colorado Ave., Paramount, CA 90723, Att.: Tony Ostos. Or ask for a free sample unit. Use separate sheet to make requests.

KI[illegible]T[illegible]BLE

Our Students to Colors

Outsiders always find it hard to understand why a kid would join a gang and take the chance of being maimed or murdered.

Portland's Sharon Gray explains: "Gangs provide things that school structures do not—power, loyalty, camaraderie." Intimidation—"join us or we'll get you"—is often crucial as well.

Gangs also offer poor kids status—at least in their own eyes—and money—hundreds of dollars in cash for just delivering drugs.

Gangs typically cater to a single ethnic or racial group, including new immigrant groups, such as Filipinos or Cambodians in Seattle, or Salvadorans in Houston. White gangs, police say, are newly into sadism and "satanism."

Whatever their background, gang members are always a minority of their own ethnic group.

"They're young kids who are already weak in self-esteem, and they live in a society that has taught them to expect instant gratification," says Joan Walker, a junior high school reading teacher in Pontiac, Michigan.

"Affluence used to come from hard work," Walker contends. "Now kids get rich by spreading a cancer among their peers."

The rot spreads into schools, where teachers and students who might report gang activity are intimidated—even attacked.

Joe Di Dio

Hinton Martin, Jr.

"We are gentle people in the teaching profession," says Hinton Martin, Jr., president of the Atlanta Association of Educators. "We didn't expect to find violence in our schools."

The gentle people are fighting back. Successful antigang programs target the "wannabe's," the elementary and middle school kids who emulate older gang members.

Joe Di Dio

Joan Walker

"First graders will even stick a paper towel in their back pocket to imitate gang colors," says Frances Haywood, NEA vice-president of United Teachers of Los Angeles.

In Paramount, California, some 20 miles from L.A., the number of local gangs dropped from six to four after a 15-unit antigang curriculum *(see resources list in box at left)* was offered to fifth graders.

City official Tony Ostos, developer of the Paramount curriculum, explains: "The course helped cut off recruitment."

Ostos adds: "It worked especially well, teachers said, when an outsider of the same ethnic group as the students—a school or city police officer, say—made the presentations."

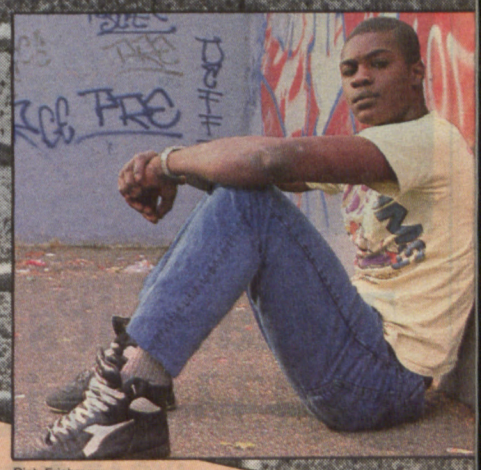
At the secondary level, a key strategy when gang symptoms appear (*for examples, see box at left*) is to eliminate gang "representation" on campus. This approach requires strict dress and behavior codes that can be boiled down to:

- ► no "colors"
- ► no signing (special handshakes)
- ► no graffiti.

At the preventive end, schools in Portland and elsewhere set up permanent coalitions with other community agencies—police, probation officers, recreation staff, community groups—that also monitor young people's behavior. More crucial, coalition members can make attractive alternative activities available to would-be gang members.

The trick is not to eliminate "colors" from kids' lives, but to give them access to groups—other than ongoing criminal conspiracies—whose colors they can be proud to wear.

—Nancy R. Needham



Rich Frishman

A Former Gang Member on Gangs

Demell Skinner, 19, (above, right) was until recently a member of the South Seattle gang. Skinner now works on a landscaping project for the Seattle Conservation Corps. He has a GED certificate and plans to study microcomputer processing in college. He was interviewed by NEA Today staffer Nancy Needham.

"If this was California, we'd have been Crips and Bloods. I was about 15 when I joined the South Seattle gang. You didn't have to almost get killed to join. You just had to be down with the crew.

"We were all intelligent brown boys. We had our rivals. I don't want to say their names. Some came from the Central District—Filipinos, Cambodians, Samoans. There were fist fights and shootings.

"I don't speak like a gang member now, but we used to say we were picking on suckers, people who don't know what's up, who shouldn't be on earth.

"In the future it's going to get worse. Every generation is more violent than the one before. Like in the '50s, there were little guns, but now there are Uzis, rifles—like Al Capone.

"Gangsters today have unlimited dreams. They have to. They've grown up abused, on the wrong streets, seen killings outside almost every night.

Some of us think Black means power—Black football players, Black businessmen, Black women, Black everything. They say forget the white folks. They're not going to make it, it's a colored world. So these Black people don't even try to succeed in the outside world.

"'A mind is a terrible thing to waste.' I don't want to be a dumb intelligent brown man. I don't want to worry about carrying a gun, watching my back. So I'm out. When I make my million in rap singing, the gang will see that I don't need to be with them.

"There's so much talent in Seattle, I can help a lot of people by being a role model. I know I can get what I want leading the good life."

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RESEARCH CLUES

New Urban Teachers Still a Rare Breed

By Robert McNergney and Martin Haberman

Studies of entry-level education students support the stereotypes: 94 percent are white; 74 percent are female; two-thirds of the males express a preference for high school teaching; two-thirds of the females for elementary school teaching. Few, if any, have attended schools in urban areas, and almost none express an interest in becoming urban teachers.

What might be done to recruit and prepare teachers for urban schools? Some recommendations:

1. The most valid criterion for selecting candidates is to observe their interactions with children. Universities still use grade point average as the primary criterion. Experiences with children are considered part of the candidates' program rather than a basis for selection.

2. A personal interview, which it is possible to fail, should be part of the selection procedure. An experienced urban classroom teacher should be part of this interview procedure.

3. The first education course should be rigorous and serve as part of the selection process. At present, this is where most undergraduates reinforce their perception that everything will be Mickey Mouse and that universities are interested only in *recruiting*, not in *selecting* teachers.

4. Admission to teacher education should not be a single, one-time happening. Students should have to demonstrate the skills of planning, classroom management, and instruction, and be eligible to be "readmitted" after they show they are ready for the next level.

5. The "right" answer to why students want to teach must be more than, "I love children." Successful urban teachers are able to teach youngsters who will not necessarily demonstrate gratitude for all the teacher's hard work.

6. Candidates for urban teaching must be helped to become continuing students of teaching. One of the many reasons for the high dropout rate among beginning urban teachers is that they have neither the predisposition nor the skills to learn from their mistakes.

7. Experienced urban teachers should serve as the *primary* faculty with whom future urban teachers come into contact.

8. Every university should have a working plan for recruiting more minority group members into urban teaching.

9. Urban teachers will come from constituencies not now being served in traditional university programs. Those with degrees in other fields, those interested in job-sharing, those in related professions in urban community work, paraprofessionals, and those with private school experience are merely a few of these groups.

Whatever the approach, we know that the first year on the job is crucial. Every successful program will require the supervision of an experienced teacher serving as a mentor or coach. Few urban schools currently use their most qualified staff for such assignments. However, it's possible to identify and train master teachers as on-site teacher educators if they can retain their identities as classroom teachers.

The criteria for selecting future urban teachers need to be transformed from what makes a successful college student to what makes a successful urban teacher. While successful urban teachers cannot mitigate the debilitating conditions that cause burnout and that intrude upon the teacher's work, they do exhibit certain functional abilities that are worth considering. These abilities seem to us to be much more relevant than GPA carried to the third decimal or some insipid response to the question why do you want to teach?

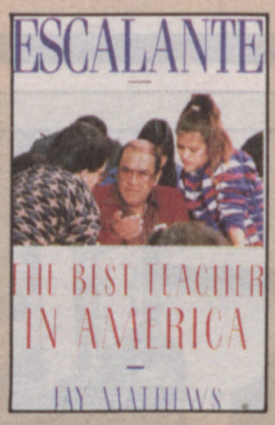
Successful urban teachers have a dogged persistence that helps them fight burnout. They know how to network. They're able to work within a bureaucratic structure but can also work around it when necessary. They're able to apply principles and research findings in the classroom and to turn abstract generalizations into concrete examples. They understand conditions that create at-risk students but can accept and work with these students. They do not develop sophisticated ways of blaming the victim but continually seek to improve their own instructional procedures. They find professional satisfaction in their teaching and aren't driven by a psychological need for student approval. Successful urban teachers have an unspoken but clearly communicated professional stance that says, in effect, "I defy you to prevent me from coming up with things that will engage you and at which you will succeed!"

Robert McNergney is Director of the Commonwealth Center for the Education of Teachers, University of Virginia and James Madison University, Charlottesville, VA 22903; Martin Haberman is Professor at the School of Education, University of Wisconsin, Milwaukee, WI 53201. They prepared this column for NEA Today *with the cooperation of the American Educational Research Association.*

For a more complete review of this research, see Martin Haberman, **Preparing Teachers for Urban Schools** (Fastback #267), Phi Delta Kappa Educational Foundation, Box 789, Bloomington, IN 47402. Single copies, 90¢; write for quantity discounts.

BOOK BEAT

The Blackboard Jungle Lives



Five new high school books. Three by or about high school teachers, two by or about high school students. The books about students hardly have any teachers in them. In fact, the only adults they do have are parents, and most of them are—to use a favorite kid phrase—*totally gone*.

In all the books, the high school students simply coexist with adults at home and school: they've created a peer culture that has little to do with parents or teachers. Their hedonistic lifestyle combines the bobby-sox world of Archie and Jughead with the wining-and-wenching world of Henry Fielding's Tom Jones and the rip-off-your-neighbor world of Charles Dickens' London.

Ann Summa

Israel

First, the kid books. In a gutsy memoir of the early 1970s, ***Grown-Up Fast: A True Story of Teen-Age Life in Suburban America*** (Poseidon, 239 pp., $16.95), ex-teenager **Betsy Israel** remembers exactly when adults lost control of her high school. "The class of 1972 won the right for us to roam unpoliced during free periods," Israel recalls. The students roamed in a woods they called *Zappaland*—as in "Whose woods these are Frank Zappa knows." At 8:10 each morning, Israel writes, "a mushroom cloud of dope ascended through its... mossy trees."

Israel's generation discovered that "being high...unlike being drunk, was something you could insert into everyday life." Similarly, modern birth control technologies—along with houses frequently empty of adults—meant that sex, too, could be part of that life.

Leahy

Nearly 15 years later, **Michael Leahy**, author of ***Hard Lessons: Senior Year at Beverly Hills High School*** (Little, Brown, 310 pp., $17.95), found the same sex/drugs-parents-don't-quite-catch-on syndrome—with the added pressure of anxiety over academic achievement—in Beverly Hills High School's class of '86. Fifteen years out of a slower-paced high school, Leahy found the '80s school subculture one "I no longer knew anything about." And among Beverly Hills parents he found not merely the usual "difference in generational values but a disturbing blindness to the reality of teenage lives."

The teacher books are more upbeat. ***Escalante: The Best Teacher in America*** (Henry Holt, 313 pp. $19.95*) by **Jay Mathews**, Los Angeles bureau chief of the *Washington Post*, tells the story of Los Angeles teacher Jaime Escalante. Association member Jaime Escalante is the math teacher whose Mexican American students have been aceing the Advanced Placement calculus exam since 1982.

Keizer

Escalante the book is about adults who *have* had an impact on kids. Escalante and his allies at Garfield High School offered students more than calculus. They offered the chance to be engaged in something serious and mainstream and useful—in defiance of neighborhood demographics. They offered, too, the chance for what another Association member, Vermont teacher **Garret Keizer**, calls "the ability to believe in something more than survival, gratification, and success."

Keizer's own book, ***No Place But Here: A Teacher's Vocation in a Rural Community*** (Viking, 164 pp., $15.95) is about teaching English at a regional high school in Vermont's Northeast Kingdom. Here "moose and marijuana both make appearances on the school grounds." Here earnest Future Farmers of America volunteer to make public speeches. But here, too, the young are, Keizer says, converts to "a national religion that sees the aim, significance, and rewards of living as primarily sexual."

Kaufman

It's been 25 years since **Bel Kaufman** wrote ***Up the Down Staircase*** (Prentice Hall, 25th anniversary edition, 340 pp., $19.95). Along with Evan Hunter's *The Blackboard Jungle*, *Up the Down Staircase* showed us that the age of Archie and Jughead was over. Our high schools haven't quite figured out what to do with their successors.

If there is anything high school could do for all the kids you meet in these books, it's what Garret Keizer tries to do for his rural students in Vermont: correct for lack of confidence and lack of exposure. Keizer's college-bound ninth graders read heavy stuff: *Antigone*, *The Odyssey*, *Macbeth*, and Hardy's *Return of the Native*.

Between Antigone and calculus, who'd have time for hedonism?

—Nancy R. Needham

**Publication date: November 14, 1988*

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People

Andrew Rafkind

Teens among Idaho's Blackfoot Indians who have serious family problems can find a haven at Bingham House, a shelter/half-way house founded five years ago by Association member and district home-school liaison **Annette Hicks**.

The shelter welcomes kids from the predominantly American Indian area on a temporary, emergency basis. It also houses some for longer periods of time. Two houseparents staff the facility—actually a one-family home—located in a quiet residential neighborhood.

Hicks established Bingham House (now run by Bingham County) with financial help from the Idaho Youth Commission, United Way, and the county after her work with troubled kids convinced her such a facility was needed. In the 10 years prior to founding the shelter, Hicks and her husband were foster parents to 25 American Indian youngsters. But after they adopted two of them and their family grew to six, they felt they could no longer provide effective care.

The Bingham House residents aren't lawbreakers. Most of them are runaways or truants, explains Hicks. "But any kid can just knock at our door and find refuge," she adds.

Deborah Turner

Every time McLeod, North Dakota's Janice Herbranson makes a career change, the talk shows and the wire services move in.

In 1984, Herbranson, who was teaching in a one-room schoolhouse in McLeod, became famous for being—at $6,800—the lowest-paid teacher in the country.

Then, in 1986, the one-room schoolhouse was closed for lack of students, and *National Geographic* magazine's March 1987 issue preserved it for all time. Herbranson, who had never lived more than 200 miles from McLeod, ended up teaching kindergarten in Progreso, Texas.

"The Progreso kids [who appear in the photo with Herbranson, left, and aide Ana Delia Rodriguez] taught me Spanish while I taught them English," Herbranson explains.

This summer the media were once again clamoring for Herbranson: the McLeod district had decided to reopen the one-room school and wanted Herbranson to return.

Herbranson agreed. "I have a sad feeling about not going back to Texas," she says, "but it will be easier to replace me there than here."

The next question: has Herbranson, who has six students and makes $8,100, literally come back to where she started—as the U.S.A.'s lowest-paid teacher?

"We don't want kids to just grab a book and start madly taking notes," says school librarian **Judy Pitts** (right) of Fayetteville, Ark.

"We try to get them to think—about, for example, exactly what they need to find out," adds her colleague, **Barbara Stripling**.

For seven years, the two Association members have been colibrarians at the 1,200-student Fayetteville High School. They're also coeditors of the *School Library Media Quarterly*. And they're coauthors of the 1988 *Brainstorms and Blueprints: Teaching Library Research as a Thinking Process*.*

"Our team teaching approach lets us think of things neither of us could come up with alone," Pitts points out.

"We try to figure out creative research assignments," notes Stripling, "for example, not writing a biography but taking the person's part on a panel or presenting the information in a visual."

Allen Hensley

"In the book, we list six levels of research, for students from third grade to college," Pitts says.

Adds Stripling: "We wrote for both librarians and teachers. There are charts showing how to integrate research into different grade levels or subjects and which kinds of research go with which thinking skills."

"Creative research can succeed only if you have good teachers who think it's important," Pitts concludes. "You can't teach kids to research if they don't have anything to find out."

* 181 pp. Available for $19.50 from Libraries Unlimited, P.O. Box 3988, Englewood, CO 80155.

Dean E. Johnson

People have been stomping grapes to make wine for centuries. But stomping clay to make peace is a new idea.

It's Arrowhead High School art teacher **Joel Pfeiffer's** (center in photo) brainstorm. Next June, he says, 10,000 people will gather in Hartland, Wisc., to add hundreds of gallons of water to 6,000 pounds of clay. In what's called a clay stomp, they'll mix it with their feet.

Pfeiffer says clay stomping is an ancient idea—one he revived as a beginning teacher—when he was too broke to buy premixed clay.

Stomping clay creates "a feeling of letting oneself go, of becoming a child again," Pfeiffer says. "It brings together many different people who share a common experience and are just having fun."

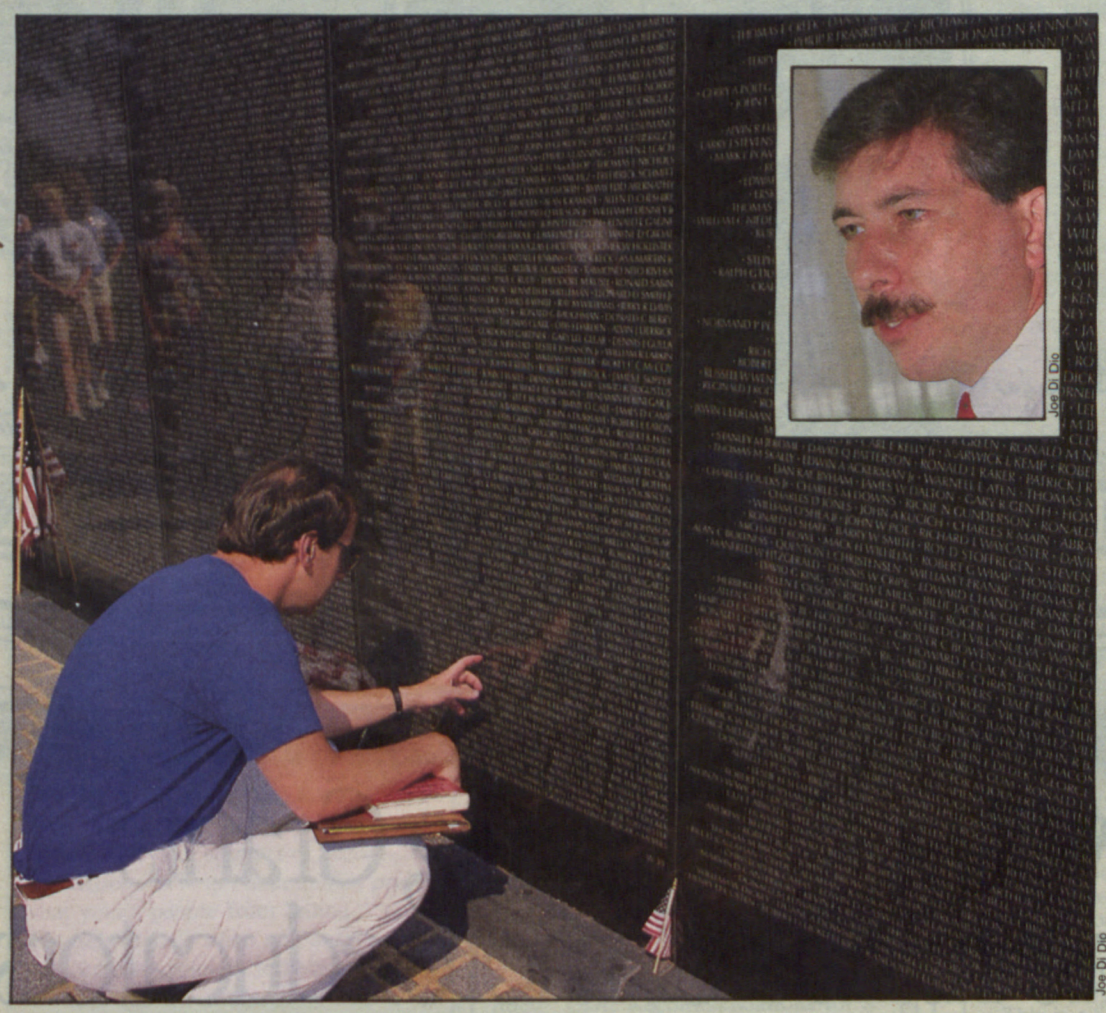
Those assembled will create a two-ton, 10-foot by 40-foot clay mural containing messages of peace. The mural will be presented as a gift to the people of the Soviet Union and installed in Leningrad.

In exchange, the people of Leningrad will gather for a clay stomp of their own and send a mural of peace here.

Pfeiffer believes the project, called "Clay—A Healing Way," will be "a vehicle for sharing peace." And, he notes, "This mural is really going to be a gift from the Hartland of America."

Joe Di Dio

To raise money, Pfeiffer is selling 100-percent cotton T-shirts (sizes large and extra-large) for $14.95 each, including postage. To order, make checks out to Wisconsin Educators for Social Responsibility (WESR)–Clay Project, and send to Clay: A Healing Way, Suite 223, P.O. Box 17900, Glendale, WI 53217. Allow 2 to 4 weeks for delivery.



Joe Di Dio

"Even being a Vietnam veteran," says Oklahoma social studies teacher **Bill McCloud**, "doesn't mean you know what to teach about the Vietnam War."

To get some perspectives on that war for a new eighth grade history course, the Pryor Junior High teacher and Vietnam volunteer wrote to 150 of the nation's policymakers, pundits, and military leaders who made (or wrecked) their careers over Vietnam.

McCloud asked: What should we tell our children about Vietnam? Nearly 100 wrote back, including former Secretary of Defense Robert McNamara, Gen. William Westmoreland, and anti-war activist Philip Berrigan.

"They seemed to be just waiting to be asked this question," McCloud says. "And whatever their views two decades ago, they now seem to agree: we shouldn't have gotten involved.

"My kids can't accept that," he adds. "They think the U.S. was right to go in.

"The truth is, there's no final meaning yet to the Vietnam war."*

*In its May-June 1988 issue, *American Heritage* magazine printed McCloud's priceless letters in a cover story.

For copies of McCloud's own teaching outlines, send him a SASE (45¢) at Pryor Jr. High School, Pryor, OK 74361.

Brad Bower

"If you really want to do this, speak up: there's a tremendous need for it," says school nurse **Betsy Henry**.

"This" is teaching about AIDS, and Henry knows what she's talking about. Last year she started a program in the Marple-Newtown (Pa.) school district—and ended up making about 200 presentations.

"Good teachers know how to get information across," Henry says, "and they know whether students are getting the point."

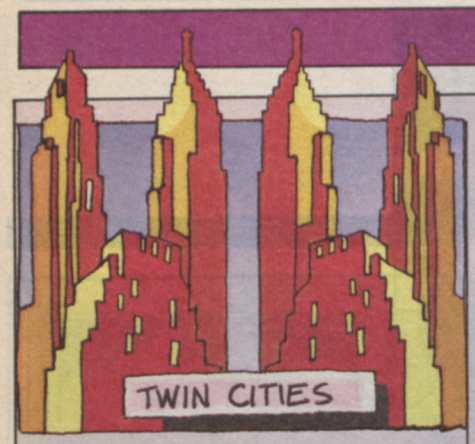
Henry uses an array of props to tell third and fourth graders about the immune system and how the HIV (AIDS-causing) virus destroys it. Then she asks them to list some "facts" about AIDS and tells them which are true.

Older students are then asked to bring questions about AIDS to a second class. "It doesn't have to take hours," Henry notes. "People just need to know how you get AIDS, what it does to you—and that you shouldn't fear AIDS patients."

Having a supportive school district made the unit possible, says Henry, who gave a presentation to the school board and then to parents before starting with students. As a special resource, she has ready access to a doctor who treats AIDS patients at a Philadelphia hospital. "We haven't gotten one parent complaint," Henry notes.

"I started getting interested in this subject when I read about what happened to [AIDS patient] Ryan White at his school," Henry says. "I didn't want that kind of situation to be possible here."

IDEA EXCHANGE



Drawing on Research

State College, Pa., teacher Phoebe Forrest Link puts students' research, writing, and drawing abilities to work in her Houserville Elementary third grade classroom.

Link asks each student to choose a topic and study up on it, then come up with at least 35 facts about the topic. After that list is condensed, the students select just seven main facts. Finally, they draw cartoons that symbolize their research findings.

"It's great for research, comprehension, creativity," says Link, "as well as language arts and social studies."

Unnecessary Duplication

Association member Joan Macey thinks students sometimes need a break from the inevitable piles of dittoed or Xeroxed assignments—and she's found a way to provide that relief.

Her method: one ditto-less day a month. A day—says the Binghamton, N.Y., elementary teacher—without fill-in-the-blanks tests and busy work. In their place, Macey recommends old-fashioned chalkboard work.

"Children love to write on the board," she notes. "In fact, a pupil once told me she wanted to be a teacher just so she could write on the board as much as she wanted."

Macey issues a word of caution: "Be careful not to flood the children with duplicated material the next day to 'catch up.'"

Beating the Blahs

When the winter blahs set in, Sheryl Anne Williams of Stafford, Conn., knows how to uplift her students' spirits. She tells them their school's burned down—and now they get to design their own dream school.

Williams' seventh grade English class at Witt Middle School then sets to work on a variety of activities. Students start by learning how to draw to scale. Then they learn about selecting a school site, filling faculty and administrative positions, designing the curriculum, and creating the school structure. Each student is required to submit plans in writing and in reports to the class.

"This all started," reports Williams, "because the kids were complaining that school was boring. One day I said, 'Let's design a school and go somewhere else.' So we did."

Litter Fighters

When Kathy Long's second graders at Taft Elementary in Enid, Okla., collect litter around the school, they aren't just creating neater surroundings—they're developing responsibility and pride in themselves.

Every day members of Long's Taft Tiger Jr. Janitor Patrol pick up trash in their classroom, in the school halls, and around the grounds—and, Long reports, they take their neatness home with them as well. At the end of the year, each child receives a certificate and a special treat for helping "keep the Taft scene clean."

Long connects the Janitor Patrol to a larger effort: the "Don't Lay That Trash on Oklahoma" campaign sponsored by Oklahoma First Lady Shirley Bellmon, who attended a "Keep the Taft Scene Clean—Stash the Trash" assembly in September.

Have a favorite classroom tip or project you'd like to share with readers of *NEA Today?* Jot it down, include a graphic if you'd like, and send it to Idea Exchange, *NEA Today*, 1201 16th St.,N.W., Washington, DC 20036.

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STUDENT HEALTH

Reducing Suicides

Suicide is the leading cause of death for 15- to 24-year olds. A recent U.S. Department of Health and Human Services survey of 11,419 eighth and tenth graders found that 42 percent of the girls and 25 percent of the boys had at some time seriously considered taking their own lives. Eighteen percent of the girls and 11 percent of the boys had actually tried to kill themselves. The rate of suicide for students aged 15-19 has jumped from 3.6 per 100,000 in 1960 to 10 per 100,000 in 1985.

Suicide clusters—groups of seemingly related suicides—are more and more common among U.S. teenagers and young adults. According to the latest statistics from the Centers for Disease Control (CDC), they account for one to five percent of all teen and young adult suicides.

At a recent conference sponsored by CDC and the New Jersey State Department of Health, school counselors and representatives from the National Institute of Mental Health, the Indian Health Service, the American Association of Suicidology, and the Association of State and Territorial Health Officials developed a set of recommendations to help communities prevent young people from killing themselves and, when a young person does commit suicide, to help communities handle the situation as well as possible. Here are their suggestions.

1. Plan community action to deal with any event or situation that might cause a suicide cluster before trouble starts.

2. Appoint a committee of community representatives and a community agency to coordinate a response to suicide among the young.

3. Identify people and groups in the community who can help prevent suicide clusters or respond when one occurs.

4. Put the response plan into action when a suicide cluster occurs—or when one is suspected.

5. When such a situation arises, immediately prepare the groups that are key to the community response to take up their assigned responsibilities.

6. Avoid any action that could be interpreted as glorifying suicide, and minimize any sensational aspects of suicides or suicide attempts.

7. Identify people who may be especially likely to kill themselves and put them in touch with a counselor.

8. Arrange for a timely flow of accurate, appropriate information to the news media after a suicide.

9. Identify elements in the environment—school, home, and community—that might increase the likelihood of suicide. Change those elements—or get rid of them.

10. If a group of youngsters do kill themselves, find out whether their deaths are connected to any long-term issue—and, if so, deal with it.

—Diane Dismuke

Details of these recommendations appear in an August 19, 1988 (Vol. 37, No. S-6) supplement to the CDC *Morbidity and Mortality Weekly Report (MMWR)*. The supplement is titled "CDC Recommendations for a Community Plan for the Prevention and Containment of Suicide Clusters." Copies are available for $1 each from Supt. of Documents, U.S. Government Printing Office, Washington, DC 20402.

For information on suicide prevention from Merrill Dow Pharmaceuticals Co. and the American Academy of Pediatrics, contact the NEA Health Information Network, 100 Colony Square, Suite 200, Atlanta, GA 30361, 1-404-875-8819.

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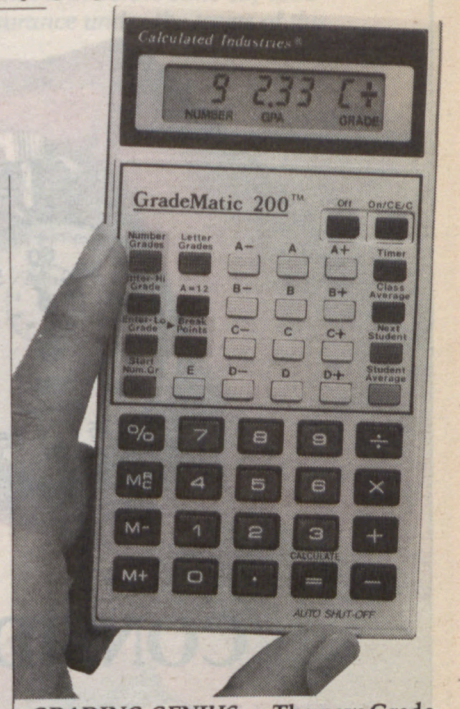

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2 Guaranteed eligibility for NEA members

As long as you are an Active, Educational Support, Retired, Life, Substitute, Student or Staff NEA member in good standing, you *are automatically eligible* to enroll for NIE Life Insurance. Once issued, your coverage will continue for as long as you remain eligible, you continue to make the required contributions within two months of each due date, and as long as the overall plan remains in effect. Even if you retire, you can still continue your NIE Life Insurance Plan, as long as you remain an NEA-R member.

Should you ever become ineligible under the plan, you are *guaranteed the right to convert your coverage* within two calendar months to one of a number of Prudential individual policies—*without a medical exam or any proof of good health.* Furthermore, if you should die during this two-month period, your insurance will be paid to the beneficiary you choose whether or not you have applied for an individual policy.

You may *choose anyone you wish* to receive the proceeds from your life insurance, and you may *change your choice of beneficiary at any time.*

3 No medical exam

You *do not need to take a medical exam* in order to qualify for NIE Life Insurance. In fact, right now you may qualify for as much as $50,000 of protection as easily as certifying "TRUE" to two simple health statements. And even if you cannot do so, coverage may still be available. Just send in your Enrollment Form anyway, and we'll mail you an expanded Enrollment Form with additional health questions. Your answers to these questions, if acceptable to the underwriter, are the basis for providing coverage under the program.

4 A company you can trust

Underwritten by The Prudential Insurance Company of America, a company known for quality service and financial responsibility for over a century, the NEA Life Insurance Program has provided NEA members with quality term life insurance at affordable rates since 1961. The NEA Life Insurance Program is administered by the NEA Members Insurance Trust, a qualified group of members concerned with the special needs and best interests of NEA members.

5 Affordable group rates

As an NEA member you are eligible to apply for NIE protection at *reasonable group rates*, rates which may be *lower than you could get for similar coverage individually.* In fact, our rate schedules have recently been revised to provide you with *even greater long-term savings.*

Here are your revised rates for Plan Schedules 1 and 50:

	NIE SCHEDULE 1		NIE SCHEDULE 50†	
Age*	Coverage	Semiannual Contribution**	Coverage	Semiannual Contribution**
Under 30	$10,000	$ 6.00	$50,000	$ 26.00
30-34	$10,000	$ 6.50	$50,000	$ 28.50
35-39	$10,000	$ 7.00	$50,000	$ 31.00
40-44	$10,000	$12.50	$50,000	$ 58.50
45-49	$10,000	$15.00	$50,000	$ 71.00
50-54	$ 6,000	$19.30	$30,000	$ 92.50
55-59	$ 6,000	$24.00	$30,000	$116.00
60-64	$ 4,000	$29.60	$20,000	$144.00
65-69	$ 4,000	$36.00	$20,000	$176.00
70 & Over	$ 1,000	$32.00	$ 5,000	$156.00

Policy Form GRP 31300 GEN AS5-704

*Age of member at time of claim.

**Based on age of member on each due date. Contributions and coverage may change as member enters a higher age category.

† Optional spouse and dependent's coverage (normally available under Schedule 50) is not available with this special offer.

6 Personal service

Our specially trained member services representatives are always available to answer your questions, before or after you apply. Just *call toll free—1-800-523-5877—* between 7:30 a.m. and 8:00 p.m. EST weekdays.

7 Additional protection available

If you need additional insurance, or spouse and dependent children's coverage, your Association offers a choice of plans with *coverage up to $200,000* (amounts vary with age and schedule selected). To find out about it, please call our toll free number during the times designated above.

8 Annual Bonus Coverage

Earn an additional $100 of coverage for every year you maintain your NIE coverage—at no extra cost to you! You can get up to a lifetime maximum of *$2,500.* Once you retire or reach age 62, this valuable bonus coverage will be yours to keep—even if you cancel your NIE protection—as long as you remain an NEA member. You'll be guaranteed additional protection you may need in your later years *without having to pay a penny!* However, if you discontinue your NIE coverage before you retire or reach age 62, your Annual Bonus Coverage will be cancelled and will start accumulating anew if you reinstate or enroll again for coverage.

9 No-cost coverage during total disability

If, as an insured member under age 60, you become totally disabled for at least six months, NEA's Members Insurance Trust will pick up your contribution. This way, your scheduled member *coverage will remain in effect* for the remainder of the period of total disability without further payments from you, as long as proof of disability is furnished as required. And if you should die during the first 12 months of such disability, your insurance will be paid to your beneficiary even if you have not furnished such proof or if contributions were not continued.

To be considered totally disabled, you must not be able to perform any and every duty pertaining to your occupation and not be engaged in any gainful work. However, after the 30th month of such disability, you must be unable to engage in any occupation for which you are reasonably fitted by education, training or experience, and not be engaged in any gainful work.

10 14-day, no-risk examination of coverage

There's no need to send any money now. Simply complete the Enrollment Form below and return it to NEA Life. Your group term life insurance will become effective on the first day of the month following approval by Prudential. Upon acceptance, Prudential will bill you and your Certificate of Coverage will be mailed to you. If you are in any way dissatisfied with your protection, you may return your Certificate of Coverage and thereby cancel your coverage *within 14 days* after receiving it and any initial contribution you made will be returned to you.

Be sure to mail back your easy Enrollment Form before June 15, 1988 to qualify for up to $50,000 of term life insurance under the terms of this limited-time, easy enrollment offer.

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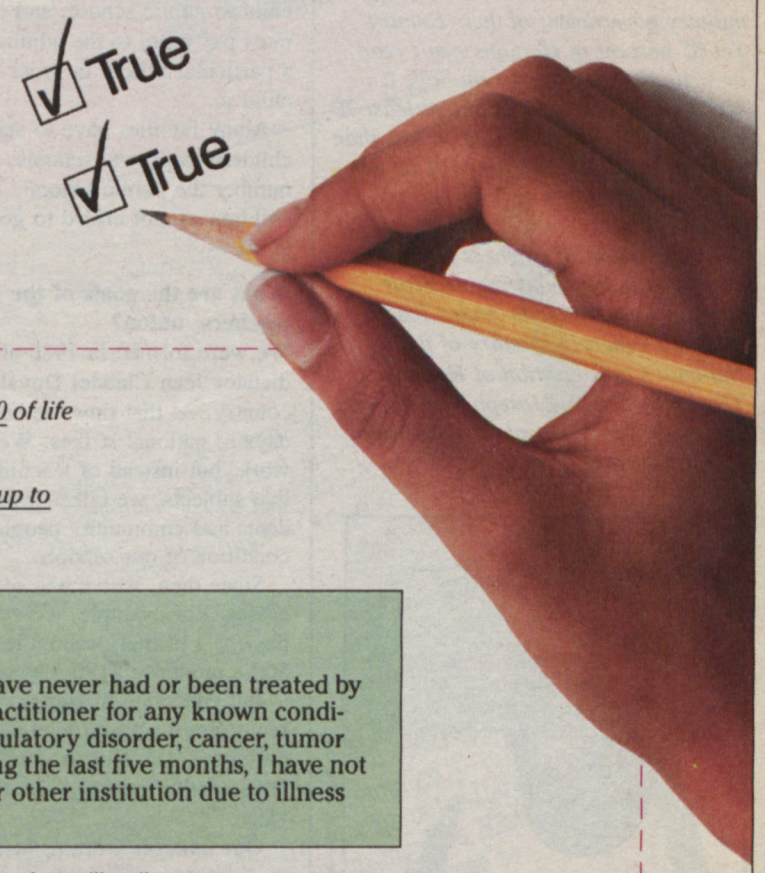

- *If you can answer "TRUE" to Statement 1, you automatically qualify for up to $10,000 of life insurance under Schedule 1.*
- *If you can answer "TRUE" to both Statements 1 and 2, you automatically qualify for up to $50,000 of life insurance under Schedule 50.*

Statement 1
☐ TRUE ☐ FALSE
I am now physically able to perform all the duties of my occupation, and I am working on a full-time basis. (This requirement not applicable to Student and Retired members).

Statement 2
☐ TRUE ☐ FALSE
During the last five years, I have never had or been treated by a doctor or other licensed practitioner for any known condition of the heart or other circulatory disorder, cancer, tumor or diabetes. In addition, during the last five months, I have not been confined in a hospital or other institution due to illness for more than five days.

NOTE: Even if you answered "FALSE," coverage may still be available. Send in your Enrollment Form and we will mail you an expanded Enrollment Form with additional health questions.

CHOOSE YOUR LEVEL OF PROTECTION:
Please enroll me in the New Independent Educators (NIE) Life Insurance Plan which I have indicated below.
☐ Schedule 1: $10,000 of coverage
☐ Schedule 50: $50,000 of coverage

Be sure to certify to the statements above and complete all information requested below before mailing back your Enrollment Form.

NAME _____

ADDRESS _____

_____
City State Zip

SEX ☐ Male ☐ Female SOC. SEC. # _____

PHONE (___) _____

DATE OF BIRTH _____ YOUR AGE _____
Month Date Year

BENEFICIARY (Example: Mary A. Doe, NOT Mrs. John Doe)

_____
First Middle Last Relationship

_____
Address City State Zip

☐ I am not currently insured under any NEA Life Insurance Plan.
☐ I am currently insured under NEA Life Insurance.
Plan Name _____ Identification Number _____

I certify by signing this Enrollment Form that I am currently an:
☐ Active ☐ Educational Support ☐ Life ☐ Student ☐ Staff
☐ Substitute ☐ Retired member in good standing of the National Education Association.

Name of State Association _____

Name of Local Association _____

SEND NO MONEY NOW. For your convenience, you will be billed the amount indicated in the rate schedule for the coverage you have selected. The amount of your contribution will be based on your age at the time your coverage will go into effect. Coverage goes into effect on the first of the month following approval of your Enrollment Form by Prudential.

I declare that the statements and answers are complete and true and understand that they are the basis for providing insurance under a policy(ies) issued by The Prudential Insurance Company of America to the NEA Members Insurance Trust.

Member's Signature _____

Date Signed _____

☐ I would like information about higher levels of coverage, and spouse and dependent children's coverage.

Please mail completed Enrollment Form to:
NEA Life Insurance—NIE, P.O. Box 947, Horsham, PA 19044-0947.

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Plan Code	I.D. #		
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INTERNATIONAL

'What We All Want Is Democracy'

Haiti's fledgling teachers union confronts massive illiteracy—and lingering dictatorship.

Members of the teachers union in Haiti feel a strong connection to the United States. Some of their students' parents—working for $2 or $3 a day—produce agricultural goods, clothing, electronics products, or athletic equipment for U.S. firms. Many Haitian families, too, have relatives who have fled to the U.S. to escape poverty and political repression.

For decades, Haitian teachers have seen as much as $100 million a year in aid from U.S. taxpayers flow to the military government of their country. Yet 85 percent of Haitians can't read or write and only 4 percent have a secondary school education. At least 70 percent of the Haitians live on less than $100 a year, and an estimated 60 percent of the children suffer from malnutrition.

The situation of teachers in Haiti is described in the following excerpts from an interview with André Joseph, assistant general secretary of the National Confederation of Haitian Teachers (CNEH). Joseph was interviewed by Matt Witt of the American Labor Education Center.

Earl Dotter/American Labor Education Center

Haitian teachers' leader André Joseph

What are the working conditions for teachers in Haiti?
We don't have enough schools or teachers for our children, so we have some schools in which one teacher is responsible for more than 100 students. At best, the typical class size is 50. Imagine trying to teach 50 or 60 or 70 first graders!

Does every Haitian child have the right to a free public education?
No. Families must pay a fee to send a child to public school, and often they must pay extra to the administration of a particular school in order to get their child in.

Many families have to send their children to private schools, which outnumber the public schools. But most children cannot afford to go to school at all.

What are the goals of the Haitian teachers union?
We were formed in 1986 after [former dictator Jean Claude] Duvalier left the country. At that time we held three days of national strikes. We came to work, but instead of teaching the normal subjects, we talked with our students and community people about the condition of our schools.

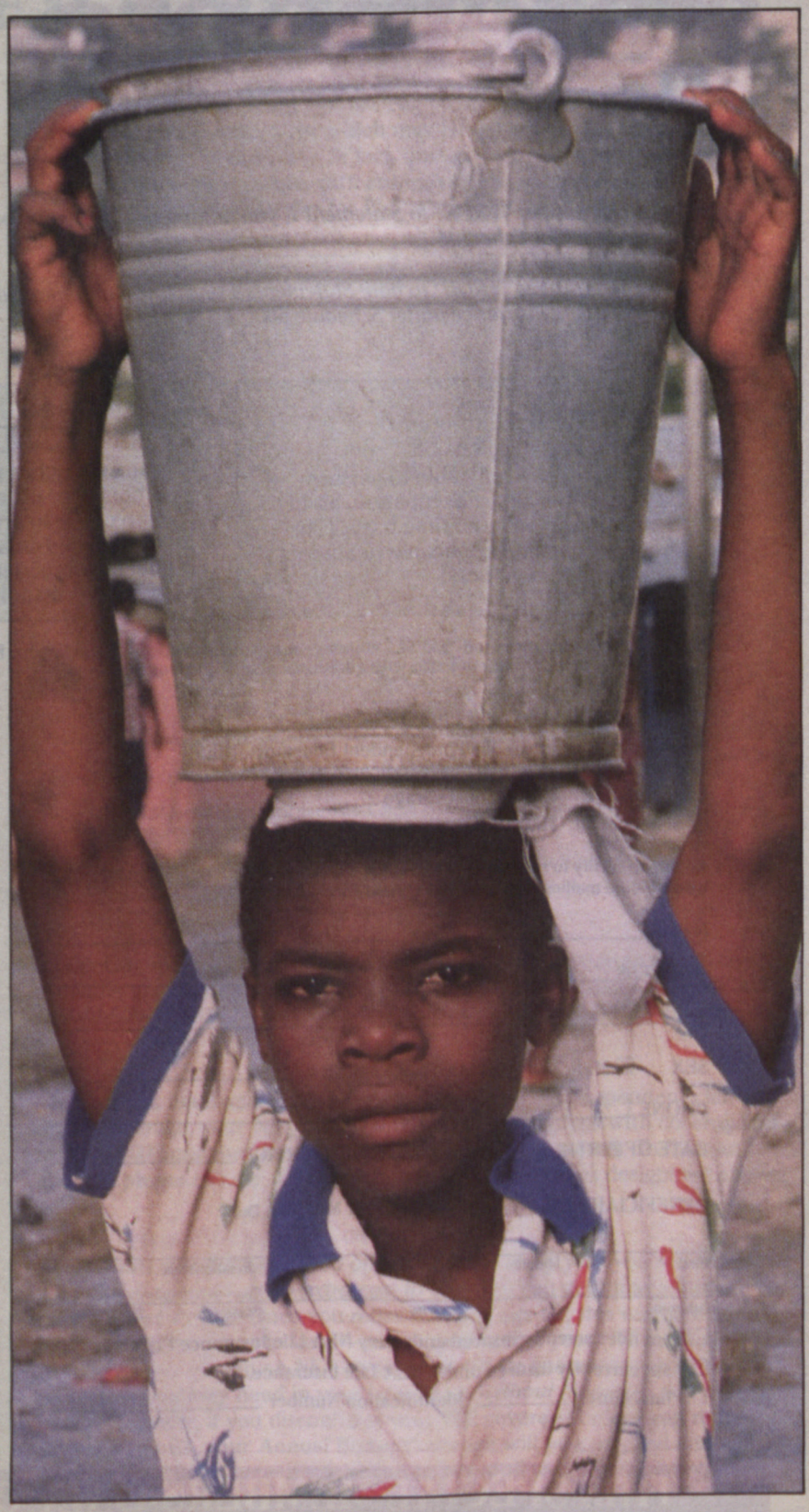
Since then, we've had some successes. For example, we've tripled the pay for a primary school teacher—from $60 a month to $180 a month.

But education in Haiti isn't going to really improve until we have democracy here. Duvalier is gone, but we have another military dictator in his place.

Our union is working with other forces for justice inside our country, and with friends of human rights from the United States as well. When taxes from teachers and other workers in the United States go into the pockets of the people in power here, that isn't good for you and it isn't good for us. What we all want is democracy.

Earl Dotter/American Labor Education Center

Unable to afford a public school education, many Haitian children spend their day on basic survival tasks such as peddling charcoal (above). Finding and carrying heavy loads of water is also a major activity. Ninety percent of Haitians don't have running water in their homes.



Earl Dotter/American Labor Education Center

How You Can Help

NEA members and local Associations can support the Haitian teachers union (CNEH) in three ways.

Material aid. CNEH needs donations of money and equipment. If you'd like to help, contact André Joseph, CNEH, Box 482, Ave. John Brown #130, Port-au-Prince, Haiti.

Sister locals. Let CNEH know if you'd like to establish regular contact between your local Association and a counterpart in Haiti.

Support for sanctions. Just as international economic sanctions are being used against the apartheid regime in South Africa, supporters of human rights in Haiti are calling for strong pressure on the military dictatorship and on U.S. corporations that operate in Haiti—and pay their workers as little as 35 cents an hour.

As a result of petitions from U.S. unions, the U.S. Trade Representative is reviewing whether trade preferences for Haitian products should be withdrawn until the country guarantees workers' basic rights.

Letters from NEA members and affiliates in support of strong sanctions are needed. For information, including a detailed report on labor rights violations, contact the International Labor Rights Education and Research Fund, Box 68, Washington, DC 20002.

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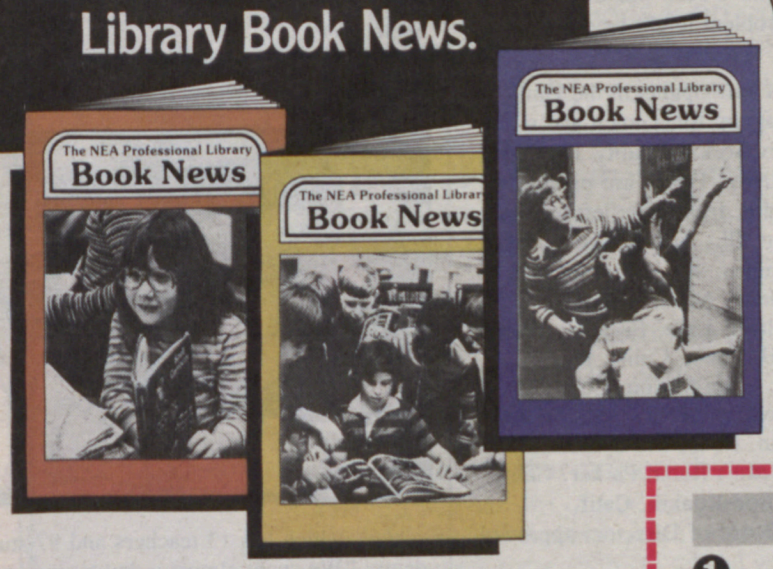

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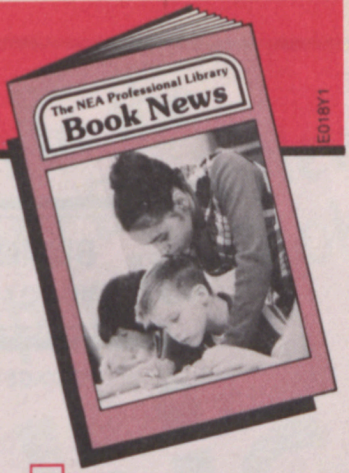

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REACHING OUT

PTA, Principals Link with NEA

NEA has joined forces with the National Parent Teachers Association and the National Association of Elementary School Principals to produce a series of videotapes for use on local cable television.

The videos are part of the "Our Town" pilot cable television project, begun by NEA last spring, which provides local Associations with all the materials needed to create a television show on a topic of national importance.

The first video—already distributed to affiliates—is an NEA-National PTA production on the importance of parent involvement. The next, a joint effort with NAESP on the topic of class size, will be available for local Association distribution to cable stations in late February.

ETS Taps Four Members

Four NEA members have been named to the 20-member Teacher Programs Council of the Educational Testing Service (ETS). They are Eduardo Holguin, Las Cruces, N.M.; Loretta Lum, Aiea, Hawaii; Joycene Davis, St. Louis, Mo.; and Ann Allen, Port Orchard, Wash. All were recommended by NEA; they hold terms of varying lengths.

The Council advises and assists ETS in ongoing examination, analysis, and discussion of policy issues concerning the National Teacher Examination and other ETS programs and services for teachers. Members meet three times a year at ETS headquarters in Princeton, N.J.

The remaining Council members are six teachers, two district superintendents, four college or university deans or faculty members, one chief state school officer, and two knowledgeable members of the public.

Six New Jersey Teams Get Grants

The National Foundation for the Improvement of Education and the Prudential Foundation have awarded grants to six New Jersey teacher teams to implement programs for students at risk for dropping out. The awards comprise the first phase of the two-year, $200,000 Urban Outreach project that Prudential funded earlier this year.

Grant recipients are Gable Productions: Videotaped Theatrical Encounters (fourth graders at Gables Elementary School, Neptune, will write and produce videos), Partners for Early Progress (a student readiness project at Nicolaus Copernicus School, Jersey City), Partners in Learning (parent outreach at Union Ave. School, Irvington), Success Through Employment (developing the employment skills of special education students at West Kinney Alternative High School, Newark), Partners in Learning Skills (expanding a peer tutoring program for at-risk students in Paterson elementary schools), and Project Self-Esteem and Motivation for Urban Special Education Students (a parental involvement program at the Skill Development Center, Camden).

Send for MLK, Jr. Birthday Poster

Write now for your free copy of NEA's Freedom Trail Poster and Holiday Guide, highlighting the life of Dr. Martin Luther King, Jr., and receive it in time for Dr. King's birthday observance on January 16, 1989. The packet contains a four-color map of the civil rights "freedom trail," a message from Coretta Scott King, and the text of the "Living the Dream Pledge."

NEA's special version of the 18"x 20" poster-guide also contains a message from NEA President Mary Hatwood Futrell and suggested activities for your Association and your class.

NEA's Human and Civil Rights unit has a limited number of the poster/guides available. For a single copy, write to NEA-HCR, 1201 16th St., N.W., Washington, DC 20036.

Martin Luther King, Jr. Federal Holiday Commission
FREEDOM TRAIL POSTER AND HOLIDAY GUIDE
JOIN THE FREEDOM TRAIL
LIVING THE DREAM
Order Early Order Now

LOOKING BACK

Royce Bair

► Association member John Barainca (People, Sept.), a science teacher at Brighton High School in Salt Lake City, has received the Air Force Association's Christa McAuliffe Award for Aerospace Education. Barainca won out over more than 1,000 other nominees. Along with the honor comes $1,000 for his personal library.

Barainca was one of two Utah finalists in the NASA competition to select the first teacher in space. He's also been cited as an outstanding teacher of science by the University of Utah's College of Engineering and has received the Ray Brewer Award for excellence in aerospace education. At Brighton, Barainca teaches astronomy, aeronautics, and biology and runs simulated space missions.

► Radon is now recognized as a severe health hazard in all parts of the country ("Is *Your* Indoor Air Safe To Breathe?" Dec. 1986). Assistant Surgeon General Vernon Houk recently noted that radon causes some 20,000 cases of lung cancer a year and may account for half the total radiation the country's population receives.

Radon is a colorless, odorless gas that seeps into homes, schools, and other buildings through basement walls, cement slabs, dirt-floored crawl spaces, pipe and wire entry points, sump pumps, floor drains, and well water. The only people free from radon danger are those who live on the third floor or above.

Federal tests of 20,000 homes in 17 states indicate that more than 25 percent of those houses have hazardous radon concentrations.

Houk warned that although high levels of radon are clustered in certain regions, high readings have been found in areas where little problem might be expected.

► This year's participants in the UniServ Internship Program for women and minorities ("UniServ Seeks Equality Through Internships," Nov. 1987), are pictured below. They are, front row, left to right: Connie Norton, Ill.; Joan Kincannon, Ga.; Sara Jane Campen, Ala.; Michael Coleman, Ark.; Nancy Marrone, Maine; Maggie Copeland, Utah. Back row, left to right: Abbie Hoffman, Calif.; Dorenda Bryant, N.C.; Lynn Mason, Colo.; Helen Benavides, Colo.; Evelyn Carter, N.J.; Shirley Chilian, N.Y.; Marilyn Carrington, Tenn.; Robin Parker, Calif.; Jane Christienson-Konkin, Calif.

The NEA Board of Directors approved

Joe Di Dio

the UniServ Internship Program in May 1986 to increase the number of women and minorities holding UniServ staff positions. The program, under the direction of NEA Affiliate Services, provides training in organizing, collective bargaining, grievance processing, and organizational development—skills needed to deliver programs to members and help local Associations succeed.

► Teachers, support staff, and students in the three schools on Mustang Island, Texas ("Island Schools," Dec. 1987), had their hands full preparing for a predicted onslaught by Hurricane Gilbert this September.

"It was a community effort," reports Rita Reed, a journalism teacher at the high

Dennis Dunleavy

school, which has 13 teachers and 97 students. "We spent almost a day taping up windows and getting books above floor level." Mission accomplished, everyone left early to evacuate the island for safer ground.

Luckily, Gilbert didn't hit Mustang Island with anywhere near the force expected. "There was just some rain and winds up to 60 miles per hour," recounts Reed. Ironically, many Islanders waiting out the storm with relatives in San Antonio met up with devastating tornadoes.

MAKING NEWS

► NEA President Mary Hatwood Futrell was a recent panelist in an **"education summit"** in Washington, D.C., sponsored by *Fortune* magazine. Attended by 200 leaders from business, government, and academia, the summit focused on how corporate executives can help ensure that high school graduates are prepared for tomorrow's workplaces.

► The American Civil Liberties Union of New Jersey recently gave President Futrell the 1988 Roger N. Baldwin **Civil Liberties Award.** Futrell was selected for the award—named for ACLU's founder—for her work "upholding Constitutional principles for all." Past recipients include Paul Robeson, Dick Gregory, and Lillian Hellman.

► NEA Vice-President Keith Geiger delivered the keynote address to 5,000 teachers, administrators, and university faculty at last month's Mt. Vernon Conference, the Illinois Education Association's annual in-service day. Discussing **site-based decision making**—the local implementation phase of the education reform movement—Geiger noted that expanding teachers' roles in making school decisions will lead to "universally excellent schools."

► President Futrell recently addressed 1,000 members of the Association for Counselor Education and Supervision about the value of teacher-counselor relationships, especially for at-risk students. Futrell also said **teachers and counselors** working together can overcome barriers to quality education. ACES is a division of the American Association for Counseling and Development.

► NEA's **Mastery in Learning Project** held its Annual Conference of Network Schools last month to let those working in project schools learn from each other. The conference, "Realizing the Vision: Restructuring Schools," included more than 50 sessions. General discussions of restructuring featured Lynn Miller, director of the Maine Consortium, National Network for Educational Renewal, and Art Costa, president of the Association for Supervision and Curriculum Development.

► The National Foundation for the Improvement of Education and the Sears-Roebuck Foundation have awarded the Hamilton County Association of Educators in Chattanooga, Tenn., a $15,000 **Operation Rescue** grant for a project aimed at improving students' self-esteem, attitudes toward school, and basic skills.

The project is called Future Opportunities to Reinforce Educational Victories for Everyone's Reward (FOREVER) and will reach 1,000 students in 24 schools. Students, teachers, parents, and other adults from the community will all be involved.

The grant, one of six to be administered by NFIE, is funded by a $100,000 grant from Sears' Early Learning Project. Operation Rescue, the national dropout prevention program administered by NFIE, originated in 1985.

ADVERTISEMENT

A message from John V. Roach

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Innovation, quality and competitiveness are at the center of today's debate on America's future. We have the opportunity for a Renaissance in competitiveness in the world marketplace because of the weakness of the dollar, technology advances in production, and greater sensitivity of managers and workers alike in the need for dedication to competitiveness.

A vital element in future competitiveness is the dedication and excellence of students and teachers. The complexities of today's technology requires engineers and scientists with strong foundations and high levels of intellectual curiosity. In order to help meet our country's challenge, we are going to provide additional recognition and a greater incentive to those high school students and teachers who are willing to make the sacrifices today, so we can be more competitive tomorrow in a world where technology is a major driving force.

For students and teachers demonstrating excellence in high school math, computer science and the sciences, Tandy Corporation wants to reward, honor and encourage you to become Tandy Technology Scholars. We know our future and America's competitiveness is dependent on those who attain excellence in rigorous disciplines.

We hope everyone will join us in encouraging even greater numbers of individuals to become Tandy Technology Scholars. The thousands chosen this year will be recognized in both public and private ways and hundreds will receive scholarships or cash stipends.

America needs a renewed dedication to pride in product, pride in quality and pride in country which can only be achieved through a serious commitment to educational excellence.

Your performance this school year counts!

The top two percent of students completing their junior year in May of 1989 and recommended teachers of science, math or computer science for the 1988-89 school years at qualifying and participating public and private high schools will be the initial awards recipients. All qualifications, selection criteria and selections will be made by Texas Christian University and its national committee of education leaders. Alert your principal to enroll your school when the enrollment form is received in early 1989.

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SOUNDING BOARD

The Tapestry Of the Future

by Genelle G. Grant

For months I combed the classifieds for an academic position in Puerto Rico. *Nada.* Nothing listed in the United States, nothing listed under International.

My husband and I wanted to live in a Latin culture and educate our two children bilingually. It seems to us that North, South, and Central America are merging, and future leaders and educators (our sons, of course) will need to know both the English and Spanish languages. That will be a true America, embodying both Anglo and Latin cultures.

We'd had excellent experiences in Colombia, the Dominican Republic, and Mexico, but we set our sights on Puerto Rico. It represents the overlap of the Latin and Anglo—and there wouldn't be any work-permit problems. (We also felt a provincial sense of security from staying within the U.S. postal and telephone systems.)

The job search began in 1984. Since I speak Spanish, I would work full time. My husband, a state transportation official, would stay home and do the childcare.

We followed up every lead, but it seemed as if every letter disappeared into a void. In resource books, Puerto Rico was listed neither as part of the United States nor as a country. It seemed to fall through the cracks.

Finally we made a connection with a private university. Two weeks before school started, I was hired by the secondary education department.

That month was a blur of packing up one house, renting it out, my husband's leaving his job, transoceanic shipping, home-hunting in the San Juan Metroplex, unpacking, and nurturing two toddlers through the upheaval.

The job search, along with the shipping of some furniture, two oldish Toyotas, ourselves, and dozens of boxes of books, cost us almost $10,000. Our combined salaries plummeted from $60,000 to $21,000. The cost of a gallon of milk rose from $1.89 to $3.10, car insurance tripled (car theft is rampant on the island)—and yearly home heating costs went from $800 to zero. The price of bananas remained the same.

Teaching conditions definitely did not remain the same. In the States we choose our texts from a wide variety of resources. In Latin America, fewer books are published, and translations from English editions emerge years after the originals. Out of seven courses I taught that first year, only one had a standard textbook. Three courses had guidebooks written by the professors themselves. Most of the Spanish texts have only a few black-and-white photographs and illustrations.

Classroom windows are louvered; opened wide to welcome the balmy Trade Winds, they let in every street, weather, and human sound from outside. Students seem used to the commotion; as a newcomer (accustomed to climate control), I sometimes found it almost impossible to hear the students. Add to that my painstaking Spanish, and I'm thrilled that we've laughed and learned as much as we have.

Students were supportive of me in my struggles with their language, teaching me idioms and the terms I needed to discuss psychology, health, and educational technology. We laughed over my errors: my telling those who were late that I would strike them with lightning (underline their names), my presentation of Erikson's eight sport stadiums (stages), my discussion of the university's flop (founding). At home, my husband was telling people he'd moved to Puerto Rico three tables (months) ago and informing the mail carrier that packages coming from my mother for our boys were from the mail carrier's (their) grandmother.

Most Puerto Ricans are empathetic with the difficulties of learning a second language. English may be called the "language of the oppressors" and "language of the elite," but many young people display an easy double fluency, and I'm awed that most academicians have written their dissertations in English at Stateside institutions. I believe that if I were a Puerto Rican professor struggling with English terminology in a New England classroom, the students would not respond with the good-hearted help I've received here.

Faculty meetings tend to be more professional and less acerbic than some I've attended elsewhere. The professors are mature, dedicated, and very hard-working (not that academic politics don't exist—especially where tenure is hard to procure). Supervision has been fair and useful; the evaluation process provides extensive feedback from students, peers, and administrators. On the esthetic side, the trays of demitasse espresso and the ornate Spanish fans of many of the women bring an old-world elegance to department meetings.

The popular North American concept of the "warm Latin nature" seems actually to have a basis in fact. *Musical, generous, lively, colorful, dancing, flamboyantly fashionable,* and *family-oriented* also would apply.

Day-to-day activity is less urgent here than in New England. There, pressed to get everywhere on time, we place clocks on banks, stores, billboards. Here clocks on the street are relatively rare—and malfunctioning ones indoors are more common. In fact, during one term, throughout all six floors of the university, no two clocks gave the same time, and not one of them was correct! Nevertheless, classes ran on schedule.

Buses generally do *not* run on schedule because of the intense congestion of the traffic. With 3.5 million inhabitants, this mountainous island, only 35 by 110 miles, has one of the highest population densities in the world.

The incredibly beautiful countryside, from rain forests to deserts to tropical beaches, shelters deep social problems. The official unemployment rate stands at about 18 percent, the alcoholism rate is among the world's highest, and an estimated 200,000 residents are drug addicts. On the other hand, the $6 billion that the U.S. annually pumps into the economy for student aid, research, welfare, housing, and transportation has made Puerto Rico the wealthiest and technologically most developed Latin country. Because of its location and the relationship with the U.S., the island is the Caribbean base of the U.S. military. Finally, U.S. corporations opening facilities in Puerto Rico reap 10 years of sizable U.S. tax breaks.

"It is a credit to my education students that they choose to work in a system that only in 1989 will reach a starting annual salary of $1,000—and that will severely challenge their optimism."

The relationship between Puerto Rico and the United States is ambiguous and emotional. For 35 years Puerto Rico has been calling itself both a Commonwealth and a Free Associated State. Puerto Ricans are U.S. citizens but do not vote in national elections. They don't pay federal income tax, but they contribute to Social Security. The three major political parties are the *Populares*, who want to maintain the current relationship; the Statehood Party, which wants Puerto Rico to become a state; and the *Independentistas*, who want Puerto Rico to be on its own. Party affiliation is so significant that it may determine when and where one works.

The power of politics has driven public education into crisis. Although in many towns and cities nearly all the children are in public schools, the private schools in large metropolitan areas attract the children of the affluent. Many of the public schools suffer from poor facilities, vandalism, violence, and lack of materials and equipment. In stark contrast, private and religious schools offer students security and better resources. It is a credit to my education students that they choose to work in a system that only in 1989 will reach a starting annual salary of $1,000—and that will severely challenge their optimism.

Each new governor promises education reform. Forums are held, studies are conducted, and consultants make recommendations. Near the point of implementation, the four-year term expires and a new administration assumes power. Progress by the previous authorities is likely to be annulled, and a new planning process begins.

Some 95 percent of public employees are eligible for tenure in their jobs; once they achieve tenure, they cannot be removed. When a new administration takes charge, those who don't have tenure and those in nontenured upper-level positions may be exchanged for others who share the authorities' philosophy. Shifting leadership and priorities have weakened the system, which includes no citizen school boards to maintain continuity or provide for community input. Today, educators are beginning to stand up to the partisan issues, and an effort is being made to transcend the political.

My students this year will be high school teachers next August. They are, as a group, aware of the political problems and eager to bring positive change to the system. Most love their island and value their roles for the future. I feel honored to be part of their training and, perhaps, one of their models. "American" teachers are reputed to be open and liberal, and I probably fit the bill. But as a product of an adolescent, bicentennial society, I'm well aware that I'm only beginning to perceive the design of this rich fabric, woven with 500 years' worth of Indian, Spanish, African, Latin, and now Anglo cultures. It's intricate, exotic, and iridescent.

Meanwhile, in the midday heat, I teach, sweat running down my face, papers blown by ceiling fans on full blast. From one classroom I look over the white city of San Juan to the ocean blue; from another I rest my eyes on the lush greens of the rain forest mountains. And even though I found myself talking about "massive stockings" the other day when I meant "mass media," I hesitate to teach the courses that are offered in English here. Successfully completing a full day in Spanish is still a thrill, and I'm not quite ready to give it up.

Genelle Grant is an assistant professor of education in communications technology at the Interamerican University in San Juan, Puerto Rico. Before moving to Puerto Rico in September 1986, Dr. Grant was an associate professor of human services at New Hampshire College's School of Human Services in Manchester, N.H.

PERSONALLY SPEAKING

Tax Deferred ANNUITIES

On October 22, 1986, President Reagan signed into law the 1986 Tax Reform Act, which severely reduced the attractiveness of Individual Retirement Accounts (IRAs). Most tax experts predict that Congress will also move against single-premium life insurance policies sometime in 1989. Small wonder that 403(b) tax-deferred annuities are getting more attention from those who qualify for them.

Tax-deferred annuities, commonly referred to as "TDAs," are an investment vehicle available to employees of public education institutions and certain other nonprofit charitable organizations. The investor can defer taxes on that portion of annual salary invested in a TDA, as well as on the interest that the TDA account earns until the investor (or the investor's beneficiary) receives the interest.

Here's How TDAs Work:

A TDA is a contract under which the investor makes regular contributions, usually through the school system or other employer, to an insurance company. The insurance company, in turn, invests those funds on the investor's behalf. Since the amount contributed is usually determined by a "salary reduction" agreement, it's not subject to federal—and often not to state—taxes.

There are three types of TDAs. *Fixed TDAs* invest your money in the insurance company's general investment account and guarantee both the principal and a minimum rate of return. *Variable TDAs* invest money in the insurance company's "separate account." This means that investors may over the long run earn more interest than from a fixed TDA, but they also risk a loss. *Qualified Mutual Fund TDAs* place your contributions in a custodial account for the purchase of certain mutual funds—risking both principal and interest in search of even greater gains.

The maximum amount that anyone may contribute to a TDA is called the "maximum exclusion allowance." It wasn't affected by the Tax Reform Act of 1986. Generally, annual contributions made through a salary reduction agreement are limited to $9,500, although special arrangements may be made through what is called a "catch-up election" for people who haven't taken full advantage of a TDA in the past.

To find out how much you're allowed to invest, consult your benefits counselor or the company offering the TDA. Many firms offering TDAs will calculate your exclusion allowance and guarantee its accuracy. If they make an error that results in a tax penalty, they pay it.

Selecting a TDA

Selecting a tax deferred annuity is, unfortunately, not as easy as picking a certificate of deposit or money market account. When you invest in a TDA, you are entering into a legal contract. As with all contracts, it pays to read the fine print. Sometimes a TDA offering seemingly high interest rates will have so many restrictions that it's not really a bargain.

Here are some features of a TDA contract that you should evaluate before you invest.

Surrender and withdrawal charges: Many TDAs penalize you for withdrawing money before retirement and/or before you have been in the contract for a specified period of time.

As with IRAs and other tax-sheltered investments, the IRS will also penalize you if you withdraw funds before you're 59½ years old.

If you plan to hold your TDA until age 59½ and your plans don't change, this won't be a problem. Otherwise, such changes can significantly reduce the value of your investment.

Two-tier investment crediting: In periods of rising interest rates, some companies advertise a higher rate of interest for "new" money. Money already invested earns substantially less. Be sure you understand how the company you are considering credits all its interest.

Loan provisions: In order to escape surrender and withdrawal charges, you should be able to borrow against the money accumulated in your account in case of an emergency.

Initiation charges: Many companies charge fees for setting up accounts. If you plan to hold your account for the long term, these charges are not too important. If, on the other hand, you only plan to participate in a TDA for a few years, they can be substantial.

Options: A good TDA plan will give you a variety of investment options—everything from the very conservative to the very aggressive. You should be able to switch from one option to the other with little difficulty.

Disability waivers: Some TDA contracts allow you to skip contributions or loan payments should you become unable to work. This type of feature protects your financial plan during periods of disability.

Transfer provisions and charges: Some TDAs offer a high interest rate, but penalize you if you switch your account to another company with a better annuity rate.

Best rating: The A.M. Best Company rates the financial strength and stability of insurance companies. When it comes to your retirement funds, demand a Best Rating of at least "A."

These are just some of the factors you should consider before you invest in anything, including Tax Deferred Annuities.

Drawing Down Your TDA

If you've been contributing to a tax-deferred annuity all these years, you don't need anyone to tell you how good a deal it can be. But you may need help in taking your money out. Recent Internal Revenue Service rule changes spell out new guidelines for withdrawing money from tax-sheltered investments such as TDAs, IRAs, and other pension and profit-sharing accounts. For TDA withdrawals, these new rules go into effect in 1989.

The new rules make it very painful for those over 70 1/2 years old who have failed to make minimum withdrawals according to a schedule established by IRS. Underwithdrawals can be punished by a penalty of up to 50 percent of the shortfall.

In order to be within the law, you must begin making withdrawals from all tax-deferred accounts as soon as you turn 70 1/2. Minimum withdrawal amounts are based on your life expectancy.

For example, if you are 70 and your spouse is 65, you have a joint life expectancy of 23.1 years. You must withdraw at least 4.33 percent in order to satisfy the IRS.

Of course, there is a lot more to deciding how much to withdraw from your account than just calculating your minimum. Tax rates, Social Security, and other factors should be considered. For more information, call your local IRS office and ask for Publication No. 575. You may also wish to consult a tax planner.

Need Help?

Choosing the right TDA can be difficult. Fortunately, as a member of the NEA, you can take advantage of the extensive research NEA Special Services has undertaken in this field. The National Education Association is an acknowledged leader in analyzing and comparing tax-deferred annuities, and the results of this work are available to all members.

The NEA Special Services Consumer Guide to Tax Deferred Annuities explains the fundamentals of these important investment vehicles. *The NEA Special Services Consumer Guidelines for Evaluating Fixed Tax-Deferred Annuities* is a companion workbook that suggests both questions to ask TDA salespersons and criteria for evaluating their answers. Both are available, free of charge, to Association members.

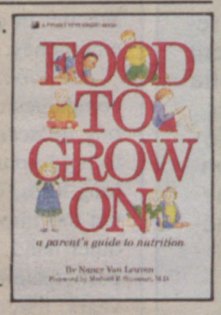
NEA Special Services also offers an extensive study, *Fixed Tax-Deferred Annuities: A Comparative Analysis.* Limited numbers are available, for $20, to members who desire more information in this area.

For your free copies of the TDA Consumer Guides or additional information on ordering the TDA study, call the NEA Special Services Response Center's toll-free number: 1-800-637-4636. Or write to NEA Special Services Response Center, 51 Monroe St., Suite 200, Rockville, MD 20850.

RESOURCES

Free or Inexpensive

NUTRITION



Food To Grow On. Nancy Van Leuven. Guides new and expectant parents through the process of feeding nutritious foods to infants and young children. 234 pp. $7.95. From booksellers or by mail for $2 more from Storey Publishing, Storey Communications, Inc., Schoolhouse Rd., Pownal, VT 05261.

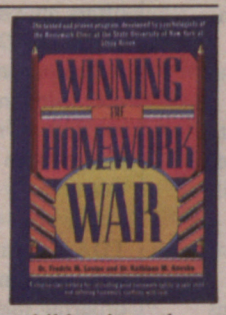
EASY READING/ ESL/LITERATURE

Dr. Jekyll and Mr. Hyde and Other Stories. R. L. Stevenson. A volume in the Oxford Progressive English Readers series, offering simplified versions of English-language classics at five levels of difficulty. This one is at level 3 (restricted to 3,700 vocabulary words). 97 pp. $3.95 plus 24¢ p&h. Oxford University Press, ESL Dept., 200 Madison Ave., New York, NY 10016.

VOCATIONAL EDUCATION

The Educational Needs of Dislocated Workers in Minnesota. Rosemarie J. Park and others. Makes recommendations for job retraining on the basis of surveys of workers laid off in four Minnesota industries—manufacturing, mining, lumber, and farming. (Survey instruments may be copied for use elsewhere.) 43 pp. Single copies, free. University of Minnesota, Center for Urban and Regional Affairs, 330 Hubert Humphrey Center, 301 19th Ave., South, Minneapolis, MN 55455.

PARENTS



Winning the Homework War. Fredric M. Levine and Kathleen M. Anesko. Two psychologists, founders of a university-based homework clinic, show parents how to analyze and solve children's problems with homework. 217 pp. $9.95. From booksellers or by mail (add $1.50 p&h plus your state's sales tax) from ARCO/Prentice Hall Press, Rt. 59 at Brook Hill Dr., West Nyack, NY 10994.

SCIENCE

Science Experiences with Everyday Things. Howard Munson. Describes more than 40 experiments—using common objects such as paper clips—that elementary teachers can use to teach scientific principles. 96 pp. $6.95 prepaid. Fearon Teacher Aids, David S. Lake Publishers, 500 Harbor Blvd., Belmont, CA 94002, 1-800-877-4283.

PEDAGOGY

At-Risk Students and Thinking: Perspectives from Research. Barbara Z. Presseisen, editor, for the National Education Association and Research for Better Schools. Eight leading researchers focus on ways to attack the learning problems of students at risk for school failure. 128 pp. Stock no. 1483-9-00-D. $12.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

'FREE OR CHEAP'

Free Things for Teachers. Susan Osborn. Lists more than 200 items—such as a wildlife coloring book or a recipe for making paper by hand—that are free or cost less than $3 and are likely to be of interest to teachers. 1987 ed. 127 pp. $6.95 from booksellers or phone Putnam/ Perigee at 1-800-631-8571.

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RESOURCES

TV/Radio Tips

The American Experience—*PBS, Tuesdays through Jan. 17, 1989, 9-10 p.m. Nov. 1:* "The Life and Times of Rosie the Riveter." Interviews, old newsreels, and film footage about the 18 million women who worked to build America's ships, bombers, and guns during World War II. *Nov. 8:* "Do You Mean There Are Still Cowboys?" A look at the life of the American cowboy.

Cities—*Discovery Channel; Wednesdays, noon-1 p.m. ET; Fridays, 10-11 p.m. ET; and Saturdays, 1-2 a.m. ET; beginning November 2.* A 13-part series in which celebrities present portraits of the world's greatest cities.

NPR Playhouse I: Children's Radio Theater—*National Public Radio, every Sunday; check local listings for times. Nov. 6:* "The Highest Peak." A young girl gains respect for her grandmother when she learns the woman was a pioneer mountain climber in her youth. *Nov. 13:* "The Emerald Prince." A noble hero learns about courage when he attempts to rescue a damsel in distress. *Nov. 20:* "Cabbage Soup." A homemade broth offers extraordinary powers. *Nov. 27:* "It's a Dog's Life, Sydney" and "The Yankee and the Georgian Witch." The first deals with a pet's flight from home, and the second is a folktale about witches set in the time of the U.S. Civil War.

Mickey's 60th Birthday—*NBC, Sunday, Nov. 13, 7-8 p.m. ET.* A live-action and animated celebration of Mickey Mouse's 60th Year.

JFK: Assassination As It Happened—*Arts & Entertainment Channel, Tuesday, Nov. 22, 1:56-7:56 p.m. ET.* Twenty-five years to the minute after NBC broadcast that President John F. Kennedy had been shot, this program will air six hours of that day's tragic events in the sequence they happened. For a free study guide, write to Judith Hartley, Mgr. of Community Development, A&E Cable Network, 555 Fifth Ave., New York, NY 10017.

Pyramid—*PBS, Monday, Nov. 28, 8-9 p.m. ET.* The story of the planning, construction, and cultural significance of the Great Pyramid of Giza, based on the book by architect-illustrator David Macaulay.

Sunday Night Showcase—Remembering JFK—*Disney Channel, sometime in November; check local listings for dates and times.* "A Nation of Immigrants." Film adaptation of John F. Kennedy's book about the immigrants who have populated the United States.

TV 101—*CBS-TV, Tuesdays, 8-9 p.m. ET, beginning sometime in the fall; check local listings for dates and times.* Sam Robards stars in this series about a journalist-turned-teacher who returns to his former high school to bring its newspaper into the television age.

USA Today: The Television Show—*Syndication, Mondays-Fridays and weekends; check local listings for times.* Daily half-hour (full hour on weekends) series featuring segments on news, business, sports, and lifestyle from the newspaper *USA Today.*

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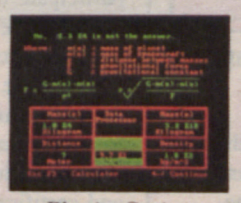

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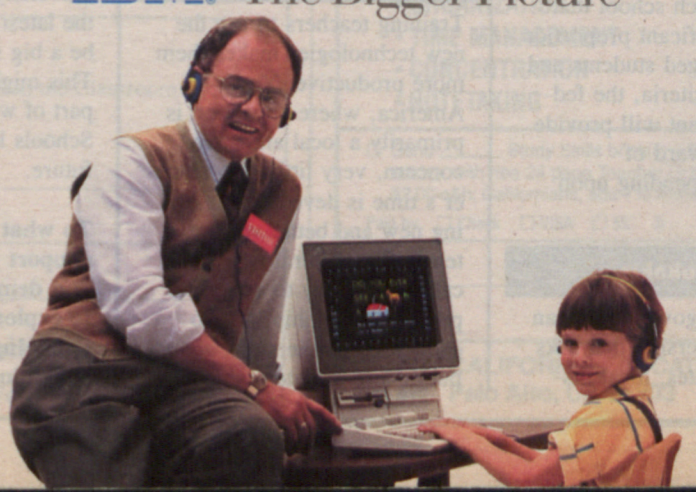

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TECH TALK

School Technology: What the Candidates Think

Just what would U.S. Presidential candidates George Bush and Michael Dukakis do to help teachers get the best in educational technology—and the training to use it? NEA was among the handful of education organizations, spearheaded by the magazine Classroom Computer Learning, *that asked Bush and Dukakis some leading questions on the subject. Here (edited slightly for length) are the candidates' replies.*

How important is technology to improving schools?

Bush

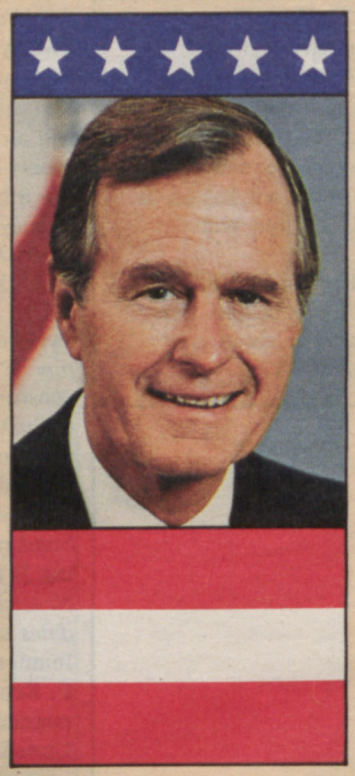
In today's high-tech society, computer exposure and training are an important component of a balanced education. A vital goal of our education system is to produce a world-class workforce that's well-trained, educated, and prepared to succeed in a competitive, high-tech marketplace. This can be done only through continuing to integrate science and technology into the curriculum. Each student must learn the basic skills necessary for a successful and productive future, and these include skills in science and technology.

Dukakis

Providing educators with the latest tools for communicating, preparing materials, and analyzing data is part of professionalizing teaching. As new, more productive ways of teaching emerge, we must develop a national electronic network—a highway for ideas—by which teachers and principals can share successful practices with one another. In my state, the Massachusetts Corporation for Educational Telecommunications and the Board of Regents have helped fund several regional networks of this kind.

Beyond their use for maximizing teacher productivity, computers and other emerging technologies are invaluable for motivating students to learn, serving at-risk students, and helping tailor lessons so every student—including the handicapped and the gifted—can reach his or her potential.

Moreover, computer-based technologies make possible new kinds of teaching that take the repetition out of the classroom so that students will want to stay in school. In Massachusetts we apply this



lesson through more funding for technologies that gives priority to schools with high dropout rates.

What should be the role of the federal government to ensure that all students, rich and poor, benefit from technological innovation?

Bush

All students, regardless of income, should have the same opportunity for a superior education. The federal government should both help and challenge all schools to upgrade the quality of education for our students. However, states and localities bear the ultimate responsibility for delivering education. They are in the best position to assess their individual needs and meet local challenges through innovative ideas.

A Presidential Merit Schools award is one way to ease the burden of schools serving a disproportionate number of low-income students. I will present Presidential Merit awards to individual schools that improve the education of their students by meeting state-determined criteria. In addition to the award, for each school that serves a significant proportion of disadvantaged students and meets state criteria, the federal government will provide an average award of $100,000, depending upon school size.

Dukakis

The federal government can provide leadership that asks business, states, local districts, and parents to work together to see that every student has access to current technology. One computer per classroom, or a lab of 20 for 400 children, is not enough. Along with state legislatures, the federal government can provide incentives for these cooperative partnerships to develop. In partnership with vendors, the Massachusetts' Educational Technology Reimbursement Grants Program has provided $3 million to improve equipment and augment inventories in schools.

Educators can point to some proven uses of technology—the new report from the Office of Technology Assessment, *Power On! New Tools for Teaching and Learning*, details a number of effective models to follow. In Massachusetts, our state department of education publishes a book called *Technology in the Massachusetts Classroom*, summarizing each state-funded educational technology project for the past two years, and the Board of Regents is working on a book that summarizes the projects in their School-College Collaborative Program.

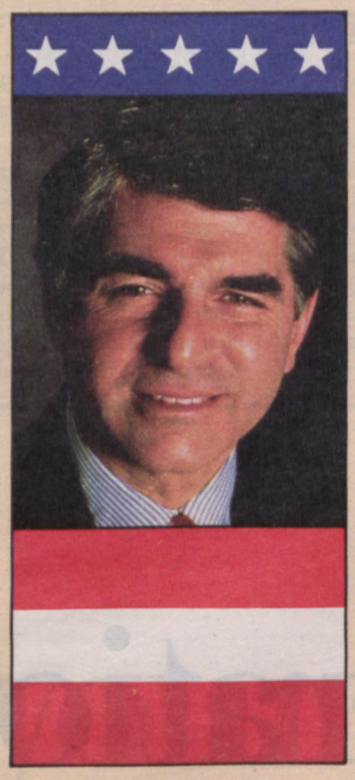
What would you do to support educators who want and need training in the use of technology in the classroom?

Bush

I applaud teachers who are striving to be the best educators possible and continuing to challenge themselves through training and continuing education. The states should provide incentive and assistance to educators seeking training that will make them more effective teachers. Teacher training is especially crucial in helping educators keep pace with the rapidly changing technology field, and states need to respond to this need.

Dukakis

Training teachers to use the new technologies makes them more productive. Yet in America, where education is primarily a local and state concern, very little of a teacher's time is devoted to learning new and better ways to teach. The federal role is to call the country to action, to provide leadership, and to encourage partnerships among public and private higher



education, business and industry, community resources, and school districts that would provide teachers comprehensive training opportunities through inservice courses and summer institutes.

In Massachusetts, training is supported through the Educational Technology Grants Program, the Commonwealth Inservice Institute, and the School-College Collaborative Program. In addition, corporations have provided inservice and summer training for teachers, and we encourage corporations to participate in grants projects.

Given the large number of new teachers who will be entering the profession in the next 10 years, we ought also to concentrate on revamping preservice teacher education and certification so that all new teachers have the knowledge and experience to use the new technologies comfortably and productively. The federal government can help each state by facilitating the sharing of teacher training curricula and plans among the states. A national telecommunications network through which any state department of education or university or school could get the latest information would be a big step in that direction. This might conceivably be part of what we're calling Star Schools legislation in the future.

To what extent would you support research projects and demonstration schools to explore further uses of emerging technologies in education?

Bush

I strongly support demonstration projects which improve the quality of our schools. Magnet schools are a fine example of demonstration schools, and I commend them. They compete for enrollment from all areas of the district by offering specialized curriculum or facilities in order to become so appealing that youngsters of all races and socio-economic backgrounds strive to attend them. Magnet schools have succeeded in upgrading the quality of entire school systems.

Also, we have asked Congress to approve funding of about $12 million for fiscal year 1989 for the Fund for Renovation and Reform of Schools and Teaching (FIRST). This fund will be expanded to finance experiments in education. I will consider using FIRST to support research projects and demonstration schools.

Dukakis

The emerging technologies, combining computer, video, telephone, and television capabilities, will soon influence the way we all live, learn, and communicate. The military, government agencies, and the business world are already using these technologies extensively, especially for training. I believe the federal government must provide a bridge between these sectors and our schools, so that the expertise and technologies that have been developed with federal dollars by the military and other agencies can be more systematically transferred to the schools.

Obviously, this needs to start at the research and demonstration level. To that end, a partnership among all concerned parties can best demonstrate how new technologies can make a difference in real school settings. Federal support for such research and demonstration projects is appropriate because it will avoid costly duplication of such efforts at the state and local level, and it will move the nation's schools most quickly and efficiently toward full utilization of current technology.

While implementing these technologies in our schools may be expensive, the cost of not implementing them will be even higher.

YOU AND YOUR RETIREMENT

NEA-Retired Aims for Improved Health Care Benefits

While you're reading this, thousands of retired educators are working at phone banks, handing out candidate flyers, and getting out the vote. This election year, their volunteer power has been marshalled by NEA–Retired (NEA-R).

Established in 1983, NEA-R now has nearly 100,000 members, who've decided—as their slogan states—to retire from their positions, but not from their profession.

NEA-R President Joe Westbrook calls the group an organizational "affiliate that supports NEA programs and urges the expansion of those programs to include retirees."

This election year is particularly critical to retirees, who, Westbrook says, see the improvement of health care benefits and the establishment of long-term health care as their "most pressing needs."

Many retired educators have inadequate health insurance or none at all. And few can afford expensive nursing home care. "Those with extended illnesses must also face the possibility of indigency," Westbrook says.

NEA-R is intent on changing that. NEA-R members are working hard to elect Mike Dukakis, in large part because of his pledge to provide "quality, affordable long-term care for all Americans."

Joe Di Dio

Members of the NEA-Retired Advisory Council are, seated left to right: Vivian Bowser, Texas; Ruth Keeling, NEA-R secretary, Missouri; Elsin Powell, NEA-R vice-president, Michigan; Valois Pullen, Nebraska; Tracy Stockman, NEA Board of Directors, Michigan. Standing, left to right: William Santora, NEA Board of Directors, New Jersey; John Geissinger, New Jersey; Joe Westbrook, president, NEA-R, NEA Board of Directors, Tennessee; Les Reynolds, Arizona; and Harlan Bauermeister, Minnesota.

In addition, NEA-R members lobby Congress and work in coalition with organizations like Save Our Security and the National Council of Senior Citizens.

At NEA's 1986 Representative Assembly, NEA-R members helped pass a New Business Item urging state affiliates to push for adequate and affordable health care for members of their state retirement systems.

Since then, several states—including New Jersey, Michigan, South Carolina, and Ohio—have begun providing health insurance benefits to retirees.

Many retired educators see membership in NEA-R as a way to "continue the collegiality they enjoyed so much during their active careers," Westbrook says.

They gather at state and national meetings, participate in NEA conferences and the yearly Representative Assembly, and sit on numerous NEA governance committees. Three members of the NEA Board of Directors are retired educators.

Their years of experience—and NEA-R dues—entitle them to "all the benefits NEA members receive, plus more," Westbrook notes.

NEA-R offers its members, among other things, preretirement publications and seminars; health, life, liability, homeowners, and renters' insurance; discounts on travel, prescriptions, vitamins, and car rentals; and a regular newsletter, *NEA-R Update*.

NEA-R President

Westbrook put in 37 years as a classroom teacher, athletic coach, assistant principal, instructional supervisor, and area superintendent. Like most educators, when he retired from his job, he knew he wasn't ready to quit education.

"A *lifetime* commitment to quality public education," Westbrook says, "—that's what we're aiming for."

—Stefanie Weiss

To Join NEA-R

Any retired educational employee can join NEA-R. Dues are $10 annually for those who retired after Sept. 1, 1973; $2 for those who retired before that date.

NEA-R membership is open to educators even before they retire. Lifetime NEA-R membership dues are a one-time payment of $100.

For more information, write to NEA-Retired, 1201 16th St., N.W., Washington, DC 20036.

Just Off the Press!

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The book shown on the left was written by Herman Ohme, Ed.D., an expert in Motivation, Learning, and Performance. Used in over 2000 schools in the U.S. and Canada, it demonstrates that you can "learn how to learn" just as you can learn how to play tennis, or drive a car. His book shows how to use study skills so that "learning how to learn" becomes a lifelong habit. It also shows how to measure performance, develop a Performance Profile, calculate a Performance Quotient (PQ), and help each student plan for improvement. Exercises are reproducible. Used mainly in grades 5-12. Topics are:

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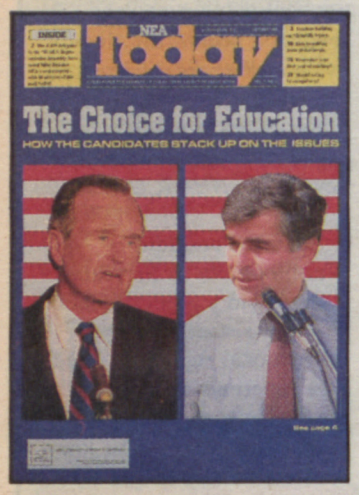
Letters



Partisan Politics

Your October cover story omitted a significant question that every teacher should be concerned with: "How will you react to those who differ with you on opinions and ideologies?"

As educators, we have to discipline children who poke fun at other children and call classmates ugly names. Without students' respect for other students' rights, our classrooms would be chaos.

This administration has been replete with name-calling. Would things be different under Bush? His childish display of patriotism with the Pledge of Allegiance tells me that his administration would do absolutely nothing to enhance our country's interpersonal relationships.

Dale Hill
Washita, Oklahoma

So George Bush didn't even take the time to respond to our organization's various invitations to do so? Well, at least he was asked.

I've been a member of the NEA for 10 years, am serving as a building representative for the local Association, and was named the 1988 Indiana Teacher of the Year. Yet I and many, many other members are locked out of the endorsement process as only a small percentage—the Representative Assembly—makes a decision that allegedly represents our entire membership.

No wonder so many of us voted for Ronald Reagan in 1980 and 1984. No wonder so many will join me in voting for George Bush and Dan Quayle Nov. 8. If you desire our opinion, may I request that you do what classroom teachers do when they want an answer to a question: Ask.

Tony Willis
Jeffersonville, Indiana

Ed. Note: NEA affiliates last fall sponsored nearly 2,000 open hearings to gather member input for the Presidential endorsement. This input played an important role in the endorsement decision voted by the 8,479 delegates to the 1988 NEA Representative Assembly.

According to an Associated Press article, a study by the Rand Corporation reveals that teachers unions have not been major obstacles to reform, contrary to frequent charges by former Secretary of Education William Bennett. The AP article reported that Bennett repeatedly complained that "obstructionist unions are the major obstacle to improving America's schools."

Although we may breathe a collective sigh of relief now that Mr. Bennett has left office, he seems to be looking forward to a future in the Bush Administration.

Another article in the same issue of our local paper quoted Vice-President Bush as saying, "I want to be the education president."

If Mr. Bush is elected as a "friend of education" [and Bennett gets a job in the administration], do we need enemies?

Alvin Vopata
Visalia, California

Feeling Frustrated

I have been reading the NEA's publications throughout my 30-year teaching career. Although I always find many articles of interest, I'd like to comment on one negative aspect, which I find most frustrating.

Each month, the Radio/TV Tips column features programs which may be of special interest to your readers and their students. Why is there never any indication of those which will be closed captioned for the hearing-impaired?

I can find no acceptable reason for the NEA to miss any opportunity to identify and respond to the needs of our hearing-impaired population. At the very minimum, adding the closed caption symbol for all TV programs which have been made visually accessible is essential. A brief statement explaining the meaning of the logo and the source from which information on decoders may be obtained should be included at the end of each column.

Carol Ferreir
Spring Lake, New Jersey

Second That Motion

Bravo to Richard Rowley (Letters, Sept.) and his suggestion that Mary Futrell be our next Secretary of Education.

Finally, someone who knows something about education.

She has my vote.

Martha Blanks
Williamsburg, Virginia

Not So Rare

I was reading your September People section and the item about male kindergarten teacher Vince Fazzalare.

In the East Allen district, we have had a male kindergarten teacher for about 14 years. He was the first male kindergarten teacher here and, I believe, in Indiana. He has served us well as a dynamic teacher and advocate for teachers. His name is Jack Overmeyer.

C. Eugene Price
Fort Wayne, Indiana

Small Is Better

In the September issue, you cited studies from Texas and Indiana that, in your opinion, proved that smaller classes are better for kids.

My district is experiencing an enrollment boom in the primary grades and is not addressing the situation as we teachers and parents prefer. Classes are approaching and surpassing the 30 mark.

Could you please let me know more facts from the studies mentioned or perhaps inform me as to how I can receive copies of the research reports?

Thank you for your help and for providing a useful publication.

Sue Kuhn
La Crosse, Wisconsin

Ed. Note: The two studies comprise a number of smaller reports on class size, including one done by the Texas Education Agency in Austin. Another was that prepared by Advanced Technology, Inc., in Indianapolis, which studied Indiana's Prime Time class size reduction plan.

School Openings

On the question "Should School Open Before Labor Day?" (Debate, Sept.), it is nonproductive to bring us back before Labor Day and attempt to soften the blow with a three-day weekend. The children take longer to settle down, the teachers are discouraged, and the morale is poor.

We really would benefit by reexamining the gains in the face of the drawbacks. In fact, I see no gains.

Celia Keinhart
Waterford, Connecticut

It is not true that Tennessee mandates all schools to start the school year after Labor Day. I teach in Weakley County. We started our year on August 8. The temperatures were over 100 degrees. Some air conditioners worked. Some did not.

I would love Tennessee schools to start after Labor Day, since the month of June is usually pleasant for us. August is unbearable.

Norma Parham
Dresden, Tennessee

Please check your facts again. The "after Labor Day opening law" was proposed by the Tennessee legislature during the past two years but never passed.

Tommy Franklin
Nashville, Tennessee

Most Important Book

Memories came flooding back like high tide during a full moon when I read Book Beat in the Sept. issue of *NEA Today*.

My first year of teaching was at a county mental health center, where my students were primarily autistic or had autistic-like symptoms and behaviors. My supervisor recommended I read **Teacher** by Sylvia Ashton-Warner as a means of helping the students express themselves better.

I will never forget when one of my little girls lost her father. She became totally withdrawn. I asked her to just say one word to me. She did, and I wrote it down. I followed this for several days, strung them together, and wrote a short story with "her" words, as per Ashton-Warner's teaching. I sat on the floor and read the story, which I had also illustrated. Her face lit up, and she asked for "her" book. It was the beginning of getting her to talk about her loss.

Of all the texts I have consumed over the years, workshops, inservices, and classes attended, etc., **Teacher** is still the old standby I rely on when I can't seem to reach a child in any other way. I'm glad to see that it is still around and just as influential as it was 24 years ago!

Joan E. Verniero
Aurora, Colorado

Not Funny

In this day and age of child abuse concerns, I did not find the cartoon in the September issue humorous at all. In the future, care should be shown in selecting all contributions to *NEA Today*.

Jody A. Lausch
Jackson, Mississippi

Call for Papers

We are seeking papers pertaining to the use of humanities and classics (art, music, literature, mythology) in elementary instruction. The best papers will be presented at the 42nd Annual American Classical League Convention, to be held in late June 1989 at McMaster University in Ontario, Canada.

For further information or to submit papers, contact me.

Bernice Jefferis
Cleveland Heights, Ohio 44118

David Nuñez, an Association member and art teacher at Camelback High in Phoenix, Ariz., provided this month's cartoon.

What's *your* opinion? NEA members are cordially invited to use this page to exchange ideas with their colleagues around the nation. We reserve the right to edit letters for length. Address correspondence to "Letters," NEA Today, 1201 16th St., N.W., Washington, DC 20036.

Debate

Should Kindergartners Be Tested For First Grade?

Joe Di Dio

YES

Catherine Sigmon is in her eighth year as a speech-language pathologist at West Oxford School in Oxford, N.C. She's president of the North Carolina Association of Educators District 11 and vice-president of the Granville County Education Association. Sigmon also helps with the school's scounting program for handicapped students.

Donna Foglia, a kindergarten-primary classroom teacher for 26 years, is currently dividing her time between a kindergarten classroom at Norwood Creek Elementary School in San Jose, Calif., and the state department of education, where she is a school readiness advisor. She also serves on the state school readiness task force.

Joe Di Dio

NO

Most certainly kindergartners should be tested for first-grade readiness. The tests shouldn't be question and answer affairs, though, but rather evaluations of a child's gross and fine motor skills, conceptual understanding, and oral language.

They should be similar to tests for children suspected of being at-risk or developmentally delayed or to the DIAL-R (Developmental Indicators for the Assessment of Learning-Revised) test, used to screen youngsters before they start kindergarten. The DIAL-R helps teachers group children according to ability; it's not an IQ test.

To remediate developmental delays, youngsters may have to repeat kindergarten or join a kindergarten-first grade transition class. Either alternative gives a child the chance to move more easily between the relaxed, growth-oriented kindergarten class and the more structured, book-oriented first grade.

In my experience as a speech-language pathologist, I've found that kindergartners who can't communicate basic needs or haven't developed concepts that enable them to follow simple directions without help soon develop behavior problems or become withdrawn, uncommunicative youngsters. Without the necessary skills—gross motor, fine motor, or vocabulary and syntax—to express themselves, these youngsters develop feelings of failure. They may even stop trying rather than face the disappointment and dismay of their peers and parents.

Children who lack the language to understand, to share, and to grow with their classmates may feel that they have nothing to contribute. They can't use their feelings, perceptions, or experiences to enhance their sense of self or to enrich the lives and experiences of their classmates. The information they have is trapped inside them. But when we identify the specific delay or disability that is holding a child back, then we can help that child learn other skills.

Testing prior to first grade might reveal the need for further assessment by such experts as speech and language pathologists, or physical therapists. The resulting diagnosis would not necessarily cause a child to be held back or placed in a special class but would allow him or her to get the help needed.

Through remediation activities, the child would better understand why he or she can't do something as well or as fast as others, teachers would have strategies and an understanding of the child's behavior, and parents would have a name for their child's problem and some idea of how to make life easier for everyone.

Educators talk about early intervention—let's put some order to it. If pre-kindergarten testing provides useful data to teachers, enabling them to plan more effectively and teach with direction rather than by trial and error, then developmentally-based, individually-administered tests would go further. They would give teachers data to support a suspicion that a child is or isn't performing at age level. They would facilitate needed referrals for specialized testing and, hence, remediation.

Studies show that early intervention can provide a foundation for skills necessary for academic advancement, and for positive self-concepts. Schools have a responsibility to help students achieve in whatever fields they choose—both now and in adult life. Early testing can pay off forever!

Testing is big business, and across the country more and more school districts have begun giving standardized tests to young children in the name of educational excellence.

Ironically, the calls for educational excellence that have produced widespread reliance on standardized testing are having the opposite effect on student achievement. Instead of excellence, they are producing mediocrity. In addition, students are being penalized for no good reason. In many school districts, kindergarten children receiving a low test score are assigned to a pre-first grade instead of the regular first grade.

Some districts also hold back their kindergarten students for an additional year just to raise district and school standardized test scores. Because of pressures to improve achievement test scores, some kindergarten teachers are forced to eliminate learning centers and music and art to provide more time for daily math or phonics drills.

As a concerned educator, I'm not disputing the need for assessment and evaluation, but I question the increased use of one-dimensional testing instruments to determine progress or promotion, especially at so early an age. To me, conducting a true assessment means using a variety of instruments and strategies to gather information to meet the diverse needs of students. I believe assessment and teaching should go hand-in-hand and should occur continuously.

Assessment measures should be appropriate for the children's developmental level and cultural background. Assessment methods should be congruent with educational goals, curriculum, and practices. Unfortunately, under pressures of time and budget, many school systems use only one form of assessment—standardized testing. And the test content is not congruent with the learning process.

Mass standardized testing of young children is inappropriate for several reasons:

- Young children are difficult to test, and the test results are difficult to measure. A child's test-taking skills influence test results, so that they don't necessarily reflect the level of learning.
- Young children grow and learn rapidly, and the danger of misdiagnosing or mislabeling is greater at this age than any other.
- No test is culture-free.

Test bias has been well documented. In a recently released report, FairTest, a Cambridge, Mass., advocacy group, notes, "Far too many tests are inaccurate, inconsistent, and biased against minority, female, and low-income students."

Sue Bredekamp, accreditation director of the National Association for the Education of Young Children, cautions, "Our children are being tested too early and failed too soon, and parents should ask for what purpose. The most important things to learn in kindergarten cannot be measured on a standardized test, so there is little or no educational reason for the testing."

Children will be more successful if teachers make extensive use of individualized assessments to plan programs that meet the individual and heterogeneous needs of their students. Standardized tests should only be used on a case-by-case basis and then only when standard information is needed to plan for the progress of a particular child.

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